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ABSTRACT

This document accompanied a request from the Atlanta Public Schools to the United States Office of Education for a Title III continuation grant which would enable that school system to continue an innovative program intended to develop, compile and disseminate appropriate occupational information for elementary school age children. The report is comprised of four sections, two of which constitute its bulk: (1) a narrative account of the rationale behind, purposes of, and planning which went into the program design, a summary of its accomplishments to date in the area of materials compiled and developed, and an exposition of the evaluative techniques utilized; and (2) an informational run-down of projected activities and anticipated needs, should the grant be continued. All budgetary expenditures and needs are included. In the appendices, the accomplishments, summarized in the body of the report, are presented in their actual form. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED043063

FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIALS FOR PUPILS FROM VARIOUS SOCIO-ECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT

Atlanta Public Schools
Atlanta, Georgia

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CG005839

FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIALS FOR PUPILS FROM VARIOUS SOCIO-ECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT

Application for a Continuation Grant, FY 1969
Public Law 89-10
Title III

by

Dr. John W. Letson
Superintendent

Atlanta Public Schools
Atlanta, Georgia 30303
June 30, 1968

ATLANTA PUBLIC SCHOOLS
ADMINISTRATION BUILDING 224 CENTRAL AVE., S.W. ATLANTA, GEORGIA 30303

OFFICE OF
SUPERINTENDENT OF SCHOOLS

June 30, 1968

Division of Plans and Supplementary Centers
United States Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Gentlemen:

A continuation grant of $180,792 in Title III, P.L. 89-10, funds is requested by the Atlanta Public Schools under grant award number OEG-3-7-703454-4554 to continue during FY 1969 an innovative program involving Title III activities.

In support of this request, we are enclosing eight copies each of the following: (1) narrative and statistical information relative to the accomplishments under the current grant, (2) a report of estimated expenditures to the end of the current grant period, (3) an estimated budget covering project activity to be undertaken during the next twelve months, and (4) ESEA Title III statistical data pertaining to the pupils to be served and the nature of the services to be rendered during the next grant period.

Approval of this request for a continuation grant will be greatly appreciated.

Sincerely yours,

J. W. Letson

John W. Letson
Superintendent

JWL:jl

Enclosure

cc: Joseph R. Pukach, Regional USOE
Russell Clark, ESEA Title III, State Dept. of Ed.

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PART I

STATISTICAL DATA

PART I: GENERAL DATA

1. Official name and address of local public educational agency:

   Atlanta Board of Education of the City of Atlanta
   224 Central Avenue, S.W., Atlanta, Georgia 30303

2. Project Number: 67-03454-0

3. Grant Number: OEG-3-7-703454-4554

4. State: Georgia

5. Grant Period: September 1, 1968, to August 31, 1969

6. Name, official title, and address of the person authorized to receive and administer the grant:

   Dr. John W. Letson, Superintendent
   224 Central Avenue, S.W.
   Atlanta, Georgia 30303

Telephone No.:	404	522-3381	201
	Area Code	Local No.	Extension

I-2

OE 4381 (11-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION

B ☒ APPLICATION FOR CONTINUATION GRANT

C ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION. GIVE OE ASSIGNED PROJECT NUMBER

67-03454-0

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☒ INNOVATIVE

C ☐ ADAPTIVE

B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☐ PLANNING OF PROGRAM

C ☒ CONDUCTING PILOT ACTIVITIES

E ☐ CONSTRUCTING

B ☐ PLANNING OF CONSTRUCTION

D ☒ OPERATION OF PROGRAM

F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

Models for Preparing Occupational Information

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

To disseminate occupational information to pupils in grades three through eight in order to motivate them to remain in high school and thereafter seek additional training, either in vocational-technical or college programs, or to motivate those who feel compelled to terminate early their high school education to seek vocational training.

ITEM NUMBER SEC. 303 (b) (2)

7. NAME OF APPLICANT *(Local Education Agency)*

No Change

8. ADDRESS *(Number, Street, City, State, Zip Code)*

No Change

9. NAME OF COUNTY

No Change

10. CONGRESSIONAL DISTRICT

No Change

11. NAME OF PROJECT DIRECTOR

Dr. Helen Cook

12. ADDRESS *(Number, Street, City, State, Zip Code)*

2930 Forrest Hill Drive, S. W.
Atlanta, Georgia 30315

PHONE NUMBER 761-5411

AREA CODE 404

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*

Dr. John W. Letson

14. ADDRESS *(Number, Street, City, State, Zip Code)*

224 Central Avenue, S. W.
Atlanta, Georgia 30303

PHONE NUMBER 522-3381

AREA CODE 404

15. POSITION OR TITLE

Superintendent

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

JW Letson

DATE SUBMITTED

6/30/68

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED
No Change

17A. TOTAL NUMBER OF COUNTIES SERVED No Change

B. TOTAL NUMBER OF LEA'S SERVED No Change

C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED No Change

18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
$ No Change

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission	▨			$
B.	Application for First Continuation Grant	OEG-3-7-703454-4554	9/1/68	8/31/69	$ 180,792
C.	Application for Second Continuation Grant				$
D.	Total Title III Funds	▨	▨	▨	$ 180,792
E.	End of Budget Period Report				▨

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.* Not Applicable

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES
2 ☐ LEASING OF FACILITIES
3 ☐ ACQUISITION OF FACILITIES
4 ☐ CONSTRUCTION OF FACILITIES
5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ____

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ____

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
$____

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	160	7,974	59,205	44,022	359	7,622	119,342	▨
		(2) Non-public	113	275	1,591	1,509			3,488	▨
B	Persons Served by Project	(1) Public			7,791	751			8,542	15
		(2) Non-public				0				0
		(3) Not Enrolled				0				▨
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public			1,591	1,509			3,100	
		(3) Not Enrolled								▨

2.	TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item 1B above)*	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
		2,250	6,292			8,542

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			100.0		

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				2		
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6				3		
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL				5		
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED Not Determined			(2.) TOTAL CALENDAR DAYS RETAINED 15		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL		20	5			
E. ALL NON-PROFESSIONAL		15	6			
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED Not Determined			(2.) TOTAL CALENDAR DAYS RETAINED 7		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

		MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
			PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.		EVALUATIVE PROGRAMS								
	A	Deficiency Survey (Area Needs)								
	B	Curriculum Requirements Study (Including Planning for Future Need)								
	C	Resource Availability and Utilization Studies								
2.		INSTRUCTION AND/OR ENRICHMENT								
	A	Arts (Music, Theater, Graphics, Etc.)								
	B	Foreign Languages								
	C	Language Arts (English Improvement)								
	D	Remedial Reading								
	E	Mathematics								
	F	Science								
	G	Social Studies/Humanities								
	H	Physical Fitness/Recreation								
	I	Vocational/Industrial Arts								
	J	Special-Physically Handicapped								
	K	Special-Mentally Retarded								
	L	Special-Disturbed (Incl. Delinquent)								
	M	Special-Dropout								
	N	Special-Minority Groups								
3.		INSTRUCTION ADDENDA								
	A	Educational TV/Radio								
	B	Audio-Visual Aids								
	C	Demonstration/Learning Centers								
	D	Library Facilities								
	E	Material and/or Service Centers								
	F	Data Processing								
4.		PERSONAL SERVICES								
	A	Medical/Dental								
	B	Social/Psychological								
5.		OTHER Elementary Guidance Materials			8,568	2,126				$180,792

PART II

NARRATIVE REPORT

I. RATIONALE (FY 1968 Operation)

Numerous programs throughout the country are now functioning to provide occupational information for school-age youth. Programs in existence usually focus on materials for pupil personnel at the secondary level, though there are a few exceptions. Among the widely publicized programs are Harvard's Information System for Vocational Decisions; the Vital Information System for Education and Work projects in California, Texas, Utah, Colorado, and Kentucky; the Vocational Guidance in Education project in New York; the Communication in Guidance project at Pittsburgh; the Career Development Program for Elementary Intermediate Grade Children in Chicago; the Model Occupational Information project in Wisconsin; and the Occupational Information Center in Atlanta.

These projects are evidence that communities and agencies are recognizing the need for more effective occupational information and vocational guidance within the school setting. The recognition has stimulated school systems, business, industry, and service organizations to produce occupational materials.

There is general agreement that pupils need accurate and meaningful occupational information as a basis for adequate vocational exploration and self-actualization. There is also agreement among psychologists, sociologists, and educators that the career development process begins in the early years and that it is irreversible. Providing elementary children with appropriate career guidance materials should expand their horizons and enable them to make more realistic curriculum and/or vocational choices as they mature.

Prior to the submission of the original proposal for this project, the personnel of the Atlanta Public Schools had identified a lack of occupational information at the elementary level. The further work of the OIM staff during the school year 1967-68 has strongly supported that finding. This staff has attempted to identify elementary programs and materials through the National Vocational Guidance Association, the NEA, various professional publications, vocational guidance specialists, classroom teachers, librarians, principals, community leaders, and commercial producers.

During FY 1968, the staff has surpassed the objectives delineated in the project proposal. Activities during the coming year will include further production, presentation and evaluation of materials; i.e., television programs, printed materials, and audio-tapes.

II. GENERAL PURPOSES OF THE PROGRAM

This project is intended to develop and disseminate occupational information for appropriate homogeneous pupil groups. It is anticipated that upon effective material presentation, pupils will be motivated to remain in high school and/or seek additional educational training. A by-product of those activities will be the formulation of models or paradigms which conceptually delineate the activities incorporated into the program. It is further anticipated that the models developed will be generalizable to elementary programs throughout the country.

III. PROGRAM PLANNING

Initial Steps

Initial steps in planning for the development of occupational materials included surveys of:

A. Materials available at the local and national levels;

B. The use of occupational information in developmental schools;

C. Pupil characteristics;

D. Related projects;

E. Occupational information interests and needs of pupil personnel and professional staff;

F. Production facilities of the Atlanta Public Schools;

G. Potential involvement of community agencies;

H. Current concepts of career development and occupational choice theory.

In addition to the surveys, methods of investigation included correspondence, questionnaires, measurement instruments, interviews, seminars, and meetings.

Upon completion of the initital phase of the project, the staff drew the following conclusions:

A. Occupational information materials suitable for use at the elementary level are limited.

B. There is evidence that materials available in the developmental schools are used extensively by some teachers.

C. The Occupational Information Materials project appears to be one of a very few devoted primarily to the preparation of elementary occupational materials.

D. There are several areas in the elementary curriculum which are compatible with the presentation of occupational information.

E. Educators express the opinion that there is a need for meaningful occupational information at the elementary level.

F. The facilities of the Atlanta Public Schools are adequate to the production needs of the project.

G. Community agencies indicate a strong willingness to support and participate in the project.

H. Current occupational choice theory is supportive to the production of materials.

The activities enumerated in this section have not been terminated. They are continuing.

Planning With Administrative Personnel

In order to establish a sound basis for implementation, meetings were scheduled with principals of the developmental schools and with the five area superintendents.

Planning Within the Schools

Occupational Information Materials staff members met with faculties in the developmental schools in order to explain and discuss the program. Additional meetings were held with area resource librarians and school librarians. School professional personnel expressed a willingness to cooperate in planned activities.

Developmental Schools

Table I shows the enrollment of the schools involved in the developmental phase of the project, as reported in the Atlanta Board of Education Order of Business for May 13, 1968.

TABLE I

SCHOOL ASSIGNMENTS FOR PREPARATION OF MATERIALS

Socio-Economic Level	School	Principal	Active Roll by Grades April 2, 1968 (K-7)	(6-8)	Total
Group A					
Lower	J. M. Jones Elementary	Milton J. White	764	--	764
	Coan Middle School	Ralph A. Long	--	911	911
Higher	West Elementary	Frances McKee	462	--	462
Total			1,226	911	2,137
Group B					
Lower	Pryor Elementary	Carrie M. Lacey	564	--	564
Higher	Home Park Elementary	Caroline Hall	374	--	374
Total			938	--	938
Group C					
Lower	Peeples Elementary	Thomas E. Rudolph	609	--	609
Higher	West Haven Elementary	Mrs. Willie Kirkland	359	--	359
Total			968	--	968
Group D					
Lower	Cooper Elementary	Jerry Morris	919	--	919
Higher	Ragsdale Elementary	E. D. Allain	641	--	641
Total			1,560	--	1,560
GRAND TOTAL			4,692	911	5,603

Experimental Schools

Table II shows the enrollment of schools selected for utilization of prepared materials, as reported in the Atlanta Board of Education Order of Business for May 13, 1968.

TABLE II

SCHOOL ASSIGNMENTS FOR UTILIZATION OF PREPARED MATERIALS

Socio-Economic Level	School	Active Roll by Grades April 2, 1968 (K-7)	(6-8)	Total
Group E (Control)				
Lower	Johnson Elementary	866	--	866
Higher	M. S. Howell Elementary	600	--	600
Total		1,466	--	1,466
Group F (Printed Material)				
Lower	M. A. Jones Elementary	907	--	907
	Central-Washington Middle	--	1,090	1,090
Higher	Dobbs Elementary	513	--	513
Total		1,420	1,090	2,510
Group G (Printed Material, Discs)				
Lower	Cook Elementary	807	--	807
Higher	Adair Elementary	381	--	381
Total		1,188	--	1,188
GRAND TOTAL		4,074	1,090	5,164

Computer Planning

In the original proposal, emphasis was placed on data processing and computer utilization. Careful consideration was given to those phases of the program during the initial planning. It was decided to utilize the computing facilities of the University of Georgia, Athens, Georgia during the first year of operation. This decision was reached because the needs for the first phase analysis were descriptive. The following programs were selected for the data analysis:

BMD08D Cross-Tabulation With Variable Stacking

Output

1. Frequency tables of all combinations of the variables or only those specified by the user
2. Chi-square values and degrees for each table
3. Means, standard deviations, and correlation coefficients for each pair of variables.

BMD03M General Factor Analysis

Output

1. Means and standard deviations
2. Correlation matrix
3. Eigenvalues including cumulative proportions of total variance
4. Eigenvectors
5. Factor matrix
6. Factor check matrix
7. Orthogonal related factor matrix
8. Original and successive variances
9. Check on communalities
10. Factor scores

The project research assistant attended a computer assisted instruction demonstration conducted at Science Research Associates in Chicago, Illinois on October 31, 1967. It appeared that A Programming Language (APL) would have further implications for the project. To the present, though, the language has not been released for general use by the IBM Corporation.

The Atlanta Public Schools has at present IBM 360-40 and Honeywell 1200 series facilities. Preliminary planning has taken place with the Board's system analyst to make use of these installations during the continuation of the project.

Consultants and Visitations

Consultants were utilized during the year to counsel and advise the project staff on effective procedures and techniques for developing and evaluating materials. In addition, staff members visited a number of programs to observe the design and operations and to talk with those directly involved in the development of projects. Consultations and visitations included the following:

A. Emeliza Swain, Professor, University of Georgia and Ila Rooks, Professor, University of Georgia -- Initial procedures, approaches to interviewing, and appropriate measurement techniques for the project were discussed.

B. Paul Munger, President, ACES -- Initial implementation procedures and elementary guidance programs were discussed during the regional meeting of ACES in Atlanta.

C. Warren A. Findley, Director, Center for Educational Stimulation, University of Georgia -- The measurement of cognitive levels of pupils and materials were discussed. Findley provided summaries of research findings and suggestions for specific approaches.

D. Robert Hoppock, Professor of Education, New York University -- Topics discussed included techniques for development of occupational information, kinds of material that are meaningful at various levels and the means of surveying occupational literature for children.

E. George Dubato, Director, Project Vocational Guidance in Education (VOGUE) -- The staff research assistant observed the VOGUE project in Nassau County, New York and discussed its effectiveness with the director. Samples of the materials and reports were obtained.

F. David Tiedeman, Director, Information System for Vocational Decisions (ISVD) -- Staff members visited the project at Harvard for consultation with Tiedeman and his staff concerning the scope and significance of his work. Tiedeman stressed the importance of helping pupils in the lower elementary grades to develop a feeling for the occupations portrayed. Other members of the ISVD staff who explained the Tiedeman-O'Hara paradigm and other aspects of the project were Lawrence Lerer, Wallace Fletcher, and Terence O'Mahoney.

G. Duncan Circle, Newton (Massachusetts) Public Schools -- Circle responded to questions pertaining to the job placement center which he designed.

H. James McDade, Counselor, Bigelow Junior High School, Newton, Massachusetts -- McDade explained the task-oriented course in decision-making developed by ISVD.

I. Dorathea Overholt, Director of the Career Guidance Resource Center, Newton (Massachusetts) Public Schools -- Miss Overholt demonstrated the classification system which she uses for occupational materials. Also, explained were the procedures used in presenting these materials to pupils.

J. Henry Borow, President, National Vocational Guidance Association -- The staff discussed with Borow the application of NVGA guidelines for preparing and evaluating occupational materials.

K. Richard Nelson, Purdue University -- The staff held a conference call and a consultation session with Nelson. He has completed significant work in the area of elementary pupil interests and knowledge.

L. Paul Clifford, Professor of Educational Psychology, Atlanta University -- The staff discussed with Clifford the problems which are likely to be encountered in the preparation and dissemination of occupational information to elementary pupils, techniques of presentation, and the interview schedule.

Staff members participated in conferences with representatives of business, industry, and various groups, including the following:

American Bar Association
American Personnel and Guidance Association
Ansley Kiwanis Club

Atlanta Area Association of Personnel Workers
Atlanta Bar Association
Atlanta Chamber of Commerce
Atlanta Rotary Club
Atlanta University OEO Training Center
Communicable Disease Center
Engineering Council for Professional Development
ES 70's Project National Conference
Georgia Association of School Counselors
Georgia Audio-Visual Education Affiliate
Georgia-Lockheed's Youth Motivation Program
National Association of Educational Broadcasters
National Society for Programmed Instruction
Rockdale County Pupil Personnel Services Demonstration Center
Youth Opportunity Center

Advisory Committee

The project staff in order to provide maximal community involvement and assistance established an advisory committee consisting of the following members:

Mr. J. C. Bransby, General Secretary
YMCA
145 Luckie Street, N. W.
Atlanta, Georgia 30303

Mrs. Helen Carroll, Counselor
Slater Elementary School
1320 Pryor Road, S. W.
Atlanta, Georgia 30315

Mr. Hugh Davis, Training Coordinator
Ford Motor Company
3406 Central Avenue
Hapeville, Georgia

Mr. Roger Derthick, Principal
Henry Grady High School
929 Charles Allen Drive, N. E.
Atlanta, Georgia 30309

Mrs. Dan L. Ehrlick
5005 Jett Road, N. W.
Atlanta, Georgia 30327

Mr. Luke Green, Director
News and Community Affairs
WAII
1611 West Peachtree Street, N. E.
Atlanta, Georgia

Miss Marion Houston, Counselor
Roosevelt High School
745 Rosalia Street, S. W.
Atlanta, Georgia 30312

Mrs. Carrie Lacey, Principal
Pryor Street School
883 Pryor Street, S. W.
Atlanta, Georgia 30315

Mr. James O. Long, State Supervisor
U. S. Bureau of Apprenticeship and Training
1371 Peachtree Street, N. E.
Atlanta, Georgia 30309

Miss Frances McKee, Principal
Anne E. West School
820 Essie Avenue, S. E.
Atlanta, Georgia 30316

Mrs. Charles Meriwether
2615 Rivers Road, N. W.
Atlanta, Georgia 30316

Mr. H. B. Michael, Manager
Eagan Homes
821 Play Lane, N. W.
Atlanta, Georgia 30314

Dr. Charles L. Mundy, Sr.
President
Mundy's Drug Company, Inc.
3689 Campbellton Road, S. W.
Atlanta, Georgia 30331

Mrs. Joan C. Quillen
Chief Copy Writer
Stein Printing Company
2161 Monroe Drive, N. E.
Atlanta, Georgia 30324

Mr. James Tyler Ratliff
Acting Superivsor of
Examination Division
U. S. Small Business Administration
1401 Peachtree Street, N. E.
Atlanta, Georgia 30309

Miss Lady Loraine Rowlett,
Staff Supervisor
American Telephone and Telegraph
100 Edgewood Avenue, N. E.
Atlanta, Georgia 30303

Mr. H. A. Sayles, President
Painters and Decorators, Inc.
139 Ashby Street, S. W.
Atlanta, Georgia 30315

Dr. F. W. Schutz, Jr.
Guidance Chairman
ECPD
Georgia Institute of Technology
Atlanta, Georgia

Mrs. Mary Shanks
80 Meldon Avenue, S. E.
Atlanta, Georgia 30315

Mr. Don Stewart
Box 6232
Atlanta, Georgia

Mr. Jack Thrift, President
Jack Thrift and Company
4 Executive Park, N. E.
Atlanta, Georgia

Mr. Frank Wittow, Executive Director
The Academy Theater
3213 Roswell Road, N. E.
Atlanta, Georgia 30305

Mrs. Nancy Wooten
Registrar and Field Director
Professional Schools
Grady Hospital
80 Butler Street
Atlanta, Georgia

Mr. Earnest W. Wright,
State Minority Representative
Georgia State Department of Labor
192 State Labor Building
254 Washington Street, S. W.
Atlanta, Georgia 30334

Mr. Lewis Van Gorder, Director
School of Special Studies
Georgia State College
33 Gilmer Street, S. E.
Atlanta, Georgia 30303

Alternate

Mrs. Paul W. Miles
434 Whitmore Drive, N. W.
Atlanta, Georgia 30305

Students

Miss Connie Clark
Grady High School
1871 Windemere Drive, N. E.
Atlanta, Georgia 30324

Mr. Clarence Wilson
Roosevelt High School
269 Ormond Street, S. E.
Atlanta, Georgia

The committee was called to session on three occasions during the 1967-68 school year. Numerous consultations with individual members were held throughout the developmental phase of the project. Copies of agendas of the meetings are found in Appendix B.

Implementation

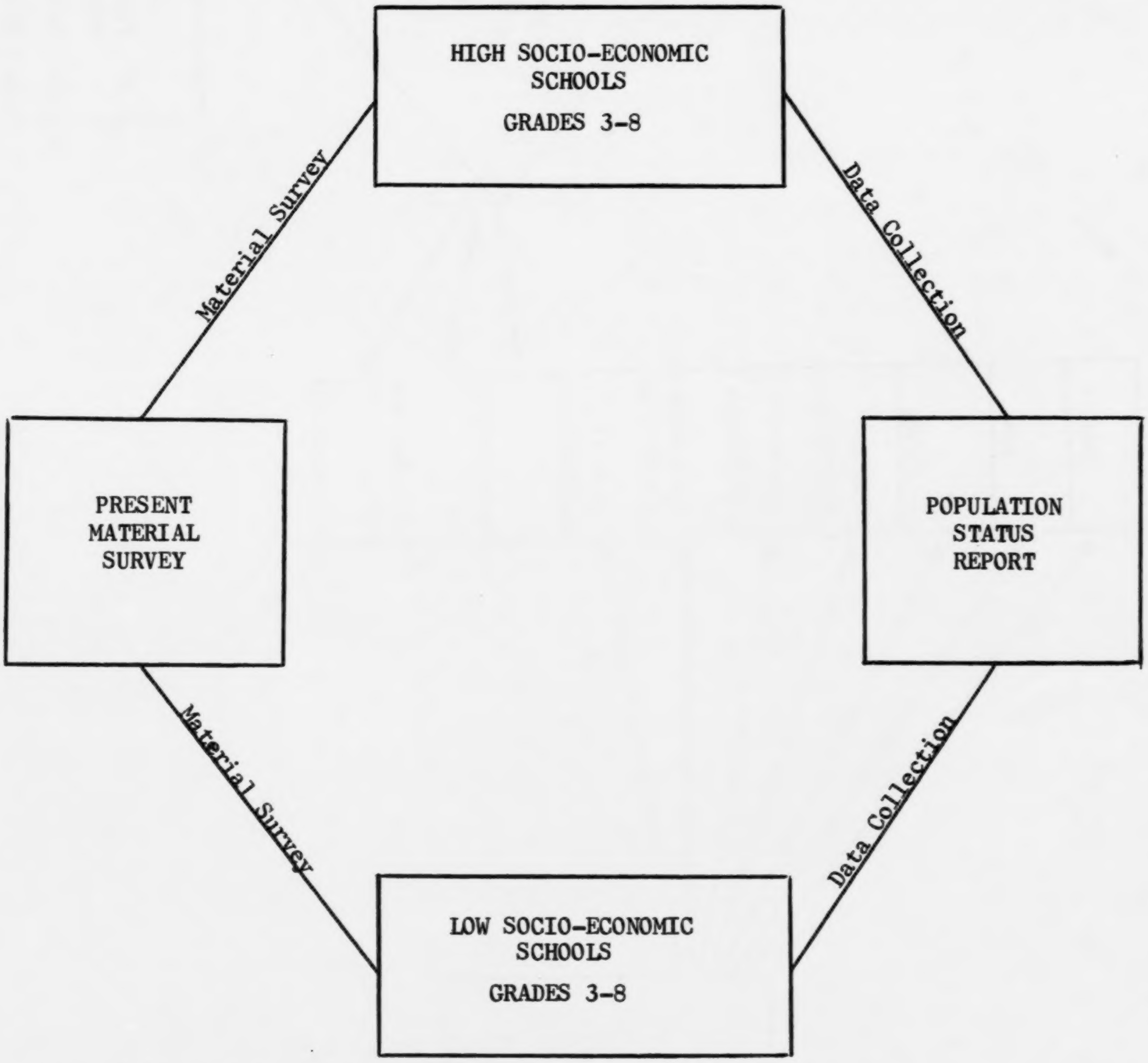
Chart 1 indicates that data pertinent to the status of the population of the developmental schools will be collected. All sources of data have not been cited in the chart. It is anticipated that additional sources will be discovered and developed.

Chart 2 depicts the design of possible levels of material presentation. The design provides for the stratification of groups by certain variables, sex, age, grade, etc. It was anticipated that these levels would allow some homogeneity of grouping for the purpose of material development and utilization.

The activities in the developmental schools will serve as a basis for a pragmatic approach to the development of original occupational information materials. Pupil personnel data will be essential in the measurement of the effectiveness of materials. Conceptual models for preparation of materials will be designed in the final phase of the project.

CHART 1

Initial Project Implementation

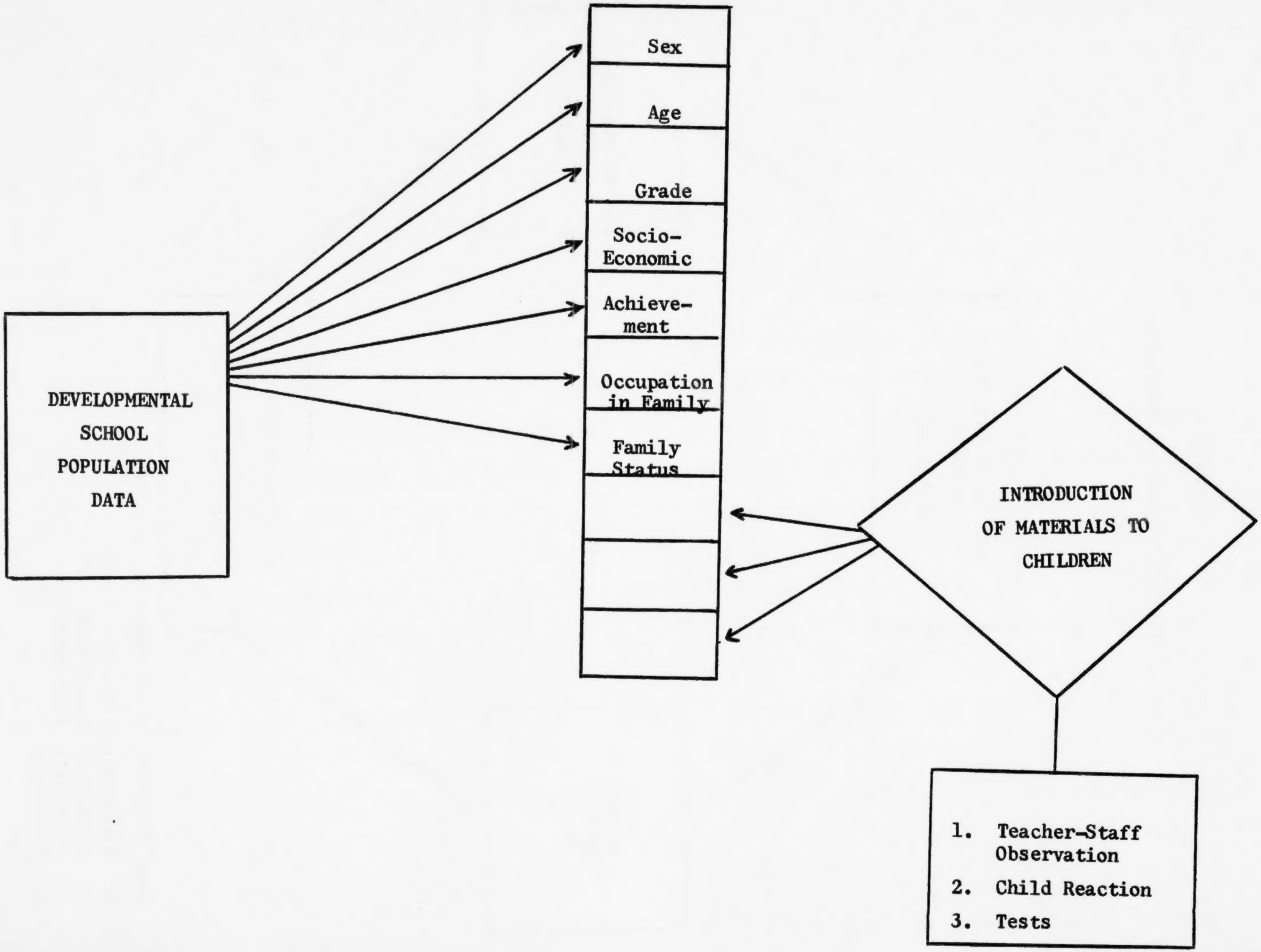

HIGH SOCIO-ECONOMIC SCHOOLS
GRADES 3-8
Data Collection
POPULATION STATUS REPORT
Data Collection
LOW SOCIO-ECONOMIC SCHOOLS
GRADES 3-8
Material Survey
PRESENT MATERIAL SURVEY
Material Survey

Data Collected in Developmental Schools:

1. Standardized Interest Inventory
2. Cumulative Record Data
3. Interests: Free Response
4. Interviews

CHART 2

Possible Homogeneous Groups

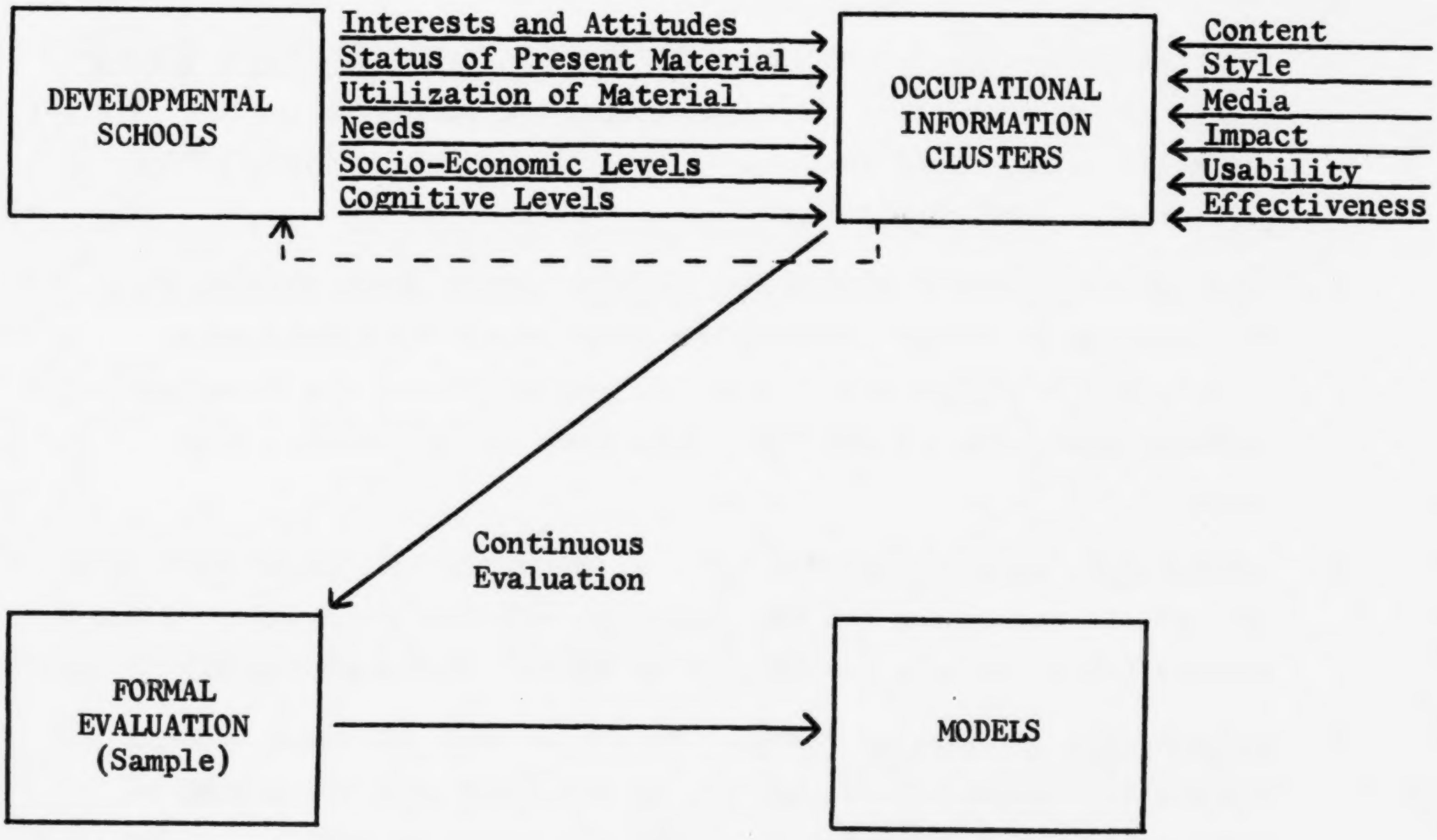

DEVELOPMENTAL SCHOOL POPULATION DATA
Sex
Age
Grade
Socio-Economic
Achievement
Occupation in Family
Family Status
INTRODUCTION OF MATERIALS TO CHILDREN
1. Teacher-Staff Observation
2. Child Reaction
3. Tests

IV. PROGRAM DESIGN

Chart 3 graphically depicts the general design of the current program.

CHART 3

Overall Program Design


DEVELOPMENTAL SCHOOLS
Interests and Attitudes
Status of Present Material
Utilization of Material
Needs
Socio-Economic Levels
Cognitive Levels
OCCUPATIONAL INFORMATION CLUSTERS
Content
Style
Media
Impact
Usability
Effectiveness
Continuous Evaluation
FORMAL EVALUATION (Sample)
MODELS

V. ACCOMPLISHMENTS UNDER CURRENT GRANT

Materials Development

A. The Selected Bibliography of Occupational Information for Grades Three Through Eight. A survey of printed materials in the libraries of the developmental schools was begun in September, 1967. The staff compiled a bibliography, rated publications according to NVGA guidelines, and later refined the bibliography to include additional titles and code number references to the *Dictionary of Occupational Titles*, 1965 edition. The original bibliography and the refined version are included in Appendix A.

B. Selected Occupational Information Filmstrips for Grades Three Through Eight. After completing the bibliography for grades three through eight, the staff reviewed and evaluated filmstrips using appropriate NVGA guidelines. (See Appendix A.)

C. Selected Occupational Motion Pictures for Grades Three Through Eight. An inventory of motion pictures was compiled by the Occupational Information Materials staff, with the cooperation of the Department of Learning Resources and the State Department of Education. (See Appendix A.)

D. Occupational Songs for Grades K-8. A compilation of occupational songs appropriate for grades K-8 was completed with the cooperation of the Atlanta Public Schools Coordinator of Music. (See Appendix A.)

E. Occupational Information Poems. "People at Work" by Agnes Cochran Bramblett, Georgia's poet laureate is the title poem for a book of verse scheduled for completion during the summer of 1968. Biographical material includes information on the career development of the author. A taped interview with the poet was prepared by the staff.

A bulletin board featuring the "People at Work" poems was developed by the staff artist for presentation at the final advisory committee meeting in May. It was placed in the main corridor for viewing when the Instructional Services Center was dedicated to the late H. O. Smith. The materials were used by the author for further display at the Writers Conference, the Dixie Council of Authors and Journalists at Epworth-By-The-Sea, St. Simons Island and later at the Georgia Writers Association Conference, Emory at Oxford.

F. *The Work of Our People*: Audio-Tapes. Recordings have been made of interviews with workers in the following occupations:

1. Airline stewardess
2. Biochemist
3. Bookmobile librarian
4. Circulation manager
5. Dental hygienist
6. Dental hygienist, school
7. Dental technologist
8. Dentist
9. Diesel mechanic
10. Doctor
11. Elementary school teacher
12. Health sanitarian
13. Hospital administrator
14. Long distance truck driver
15. Medical technologist
16. Nurse
17. Performing arts director
18. Poet
19. Policeman
20. Radio announcer
21. Radiologic technologist
22. Restaurant manager
23. Truck driver
24. Veterinarian

The tapes are now in the process of being evaluated as to their effectiveness and the responses that they elicit from the pupils. The taped interviews have been presented to eleven 7th grade classes. The class discussion outlines and evaluation sheets used by the professional staff presenters are found in Appendix B.

G. *The Law in Your Life*. The staff with the cooperation of the Atlanta Bar Association and the Sears Roebuck Foundation, has produced a curriculum coordinated program entitled "The Law in Your Life." A slide presentation depicting ways in which the law is related to the lives of junior and senior high school students is a feature of the program. By June, 1968, it had been shown to more than 1,300 pupils by members of the Atlanta Bar Association. The individual lawyers were prepared to discuss questions that arose as a result of the showing of the slides and to talk about their own careers. A booklet entitled "The Law in Your Life" was produced to be distributed as a supplement to the slide presentation. In addition, a teacher guide was developed by the staff. The text of the slide presentation, and evaluation sheets are found in Appendix B.

H. *Interviews With Children and Parents*. The instructional staff has conducted and taped individual interviews with 180 pupils and 20 parents. The interviews with pupils were structured primarily to discover the pupil's occupational interests, rejections, and knowledge. However, the information disclosed by many of the interviews included the following variables:

1. Major occupational interests
2. Major occupational rejections

3. Occupations observed by pupil
4. Present occupations of parents
5. Major after school activity
6. Favorite recreation - play and games
7. Favorite activity
8. Favorite TV program
9. Whether a book on occupations has been read
10. Favorite subjects for reading
11. Favorite comic strip.

The interviews are being transcribed and charted for additional analysis. It is anticipated that as the analysis nears completion, it will yield valuable data for the classification and comparison of pupils interests. The additional variables analyzed may be helpful in determining entry points for the presentation of material. Transcriptions of two interviews are contained in Appendix B. Other professional staff of the Atlanta Public Schools have found the tapes useful as instructional material.

I. Countdown to the 70's: Television Series. The staff has completed an outline of programs for a television series on occupations which begins production in June, 1968. (See Appendix B.) The series is designed for use by upper elementary and middle grades and will be presented in the school year 1968-69. Each program is scheduled for presentation twice a week.

J. Library Display. In the spring a display of published occupational materials was arranged in the Professional Library of the Atlanta Public Schools. Bibliographies developed by the staff were included for free distribution. These were well received.

K. Audio Tapes of Conferences. Audio tapes of conferences with national and local consultants have been made available to members of the instructional staff. These tapes have been used in providing training experiences for professional personnel.

VI. EVALUATION

The initial evaluation consisted of service activities. While attempting to establish a firm empirical base for the future development of materials, the evaluation procedures provided immediate feedback to the staff members.

Material Evaluation: Occupational Literature, Filmstrips, and Motion Pictures

Occupational Literature: Since the material presently available in the nine developmental schools was to be adjudicated using the National Vocational Guidance Association Guidelines, the problem of interrater-reliability became of paramount importance. Interpretation of the guidelines (Appendix A) is contingent upon the interpretation of the individual using them.

Three sets of sample materials containing approximately 30 articles each were assembled from the developmental schools. The director, guidance counselor, and the materials editor rated the materials independently.

TABLE III

Intercorrelations: Ratings of Occupational Literature

	Rater	1	2	3
Set #1	#1	-	-	-
	#2	.71	-	-
	#3	.69	.81	-
Set #2	#1	-	-	-
	#2	.75	-	-
	#3	.84	.60	-
Set #3	#1	-	-	-
	#2	.82	-	-
	#3	.89	.64	-

The correlation coefficients range from .60 to .89 which indicates that the staff was interpreting the NVGA guidelines with sufficient congruence to warrant their use in the project.

On the basis of the reliability coefficient the guidance counselor specialist and the materials editor evaluated the printed material in the developmental school libraries. A total of 321 pieces of material including duplicates was encountered. (See Appendix A for bibliography.) Table IV gives the classification of materials by socio-economic level by NVGA classifications.

TABLE IV

Occupational Literature: Socio-Economic Levels X Type of Material

	Higher		Lower		Total	
	Percentage	Number	Percentage	Number	Percentage	Number
1	14%	45	28%	90	42%	135
2	2%	6	--	--	2%	6
3	--	--	--	--	--	--
4	--	--	--	--	--	--
5	--	--	--	--	--	--
6	--	--	--	--	--	--
7	--	--	--	--	--	--
8	--	--	18%	58	18%	58
9	8%	26	30%	96	38%	122
10	--	--	--	--	--	--
11	--	--	--	--	--	--
12	--	--	--	--	--	--
13	--	--	--	--	--	--
14	--	--	--	--	--	--
Totals	24%	77	76%	244	100%	321

1. Career Fiction
2. Biography
3. Occupational Monograph
4. Occupational Brief
5. Occupational Abstract
6. Occupational Guide
7. Job Series
8. Business and Industrial Descriptive Literature
9. Occupational or Industrial Descriptive Literature
10. Recruitment Literature
11. Poster or Chart
12. Article or Reprint
13. Community Survey Economic Report, Job Analysis
14. Other

It should be noted that the types of materials found in the libraries were: (1) Career Fiction, (2) Biography, (3) Occupational Monographs, and (4) Occupational or Industrial Descriptive Literature. The two largest single categories were Career Fiction (42%) and Occupational or Industrial Descriptive Literature (38%). Information was found in ten of the categories listed by the National Vocational Guidance Association (NVGA).

They further found that there was more than three times as much material in the low socio-economic schools as in the high (76% to 24%).

Table V shows the schools classified by higher and lower socio-economic levels and the printed material by the three ratings specified by the NVGA guidelines.

TABLE V

Occupational Literature: Socio-Economic Levels X Rating

Ratings	Higher		Lower		Total	
	Percentage	Number	Percentage	Number	Percentage	Number
Highly Recommended	18%	58	50%	161	68%	219
Recommended	6%	19	18%	58	24%	77
Useful But Limited in Scope	2%	6	6%	19	8%	25
Totals	26%	83	74%	238	100%	321

It can be seen that of the total material surveyed, 74% was found in the low socio-economic level schools and that 50% of the total material was highly recommended. A total of only 26% of the material found was in the higher socio-economic level schools.

Table VI classifies the schools by higher and lower socio-economic levels and the materials by grade range.

TABLE VI

Occupational Literature: Socio-Economic Levels X Grade Range

Grade Range	Higher Percentage	Higher Number	Lower Percentage	Lower Number	Total Percentage	Total Number
K-3	14%	45	49%	158	63%	203
4-6	7.5%	24	20%	64	27.5%	88
7-9	2%	6	2%	6	4%	12
10-12	1.5%	5	4%	13	5.5%	18
Totals	25%	81	75%	240	100%	321

It should be noted from the table that the single greatest amount of material (49%) was found in the lower socio-economic schools in the K-3 grade range. Once again on a school-wide basis, the lower socio-economic schools had approximately three times as much material as did the higher socio-economic schools. The material surveyed appeared to be most suitable for the grade range K-3 (63%).

Occupational Information Filmstrips: The guidance-counselor specialist and the materials editor completed a survey of available filmstrips. A total of 75 pieces of material viewed was found to be suitable for grades three through eight. The following areas were covered by the filmstrips:

A. Agriculture
B. Communication
C. Construction
D. Food Production and Distribution
E. Library Work
F. Medicine and Health
G. Public Service
H. Retail Trade
I. Schools and Teaching
J. Transportation
K. Miscellaneous Occupations
L. General Occupational Information.

The staff rated the filmstrips according to the NVGA guidelines and prepared a list of those suitable for use in elementary schools. (See Appendix A.)

Occupational Information Motion Pictures: The motion pictures suitable for grades three through eight were viewed, rated similarly, and listed according to occupational categories. (See Appendix A.)

A Validity Study: SRA What I Like to Do Interest Inventory

The SRA What I Like to Do interest inventory was selected as an instrument for assessing the interests of children in grades three through seven in the developmental schools. A vital aspect of the survey was the further verification of the validity of the instrument as applied to the Atlanta subjects.

Research assistants of the Division of Research and Development found the instrument, which was produced in 1954, to be a valid measure of interests for both low and high socio-economic groups. The complete report may be found in Appendix B.

Assessment of Pupils' Interests

What I Like to Do, SRA Inventory: This inventory was administered to a total of 440 children, 223 boys and 217 girls. Both sexes achieved high scores on three scales: Art, Music, and Quiet Play. (See Appendix B for the complete report.) There is some evidence of the narrowing of the level of interests from grades three through seven.

What I Like to Do, Free Response Inventory: During the fall of 1967, a preliminary inventory was administered in the developmental schools.

Teachers procured written responses from approximately 1,600 children on the subjects of what they like to do, what they do not like to do, jobs they have seen performed, and acquaintance with individuals who perform specific jobs. The experiential levels and attitudes of children were revealed by the responses. The responses were summarized and in some instances were used as a basis for selection of children to be interviewed. (See Appendix B for sample of compilation.) Each teacher was given a profile of her class. Principals were given copies. Administrative personnel of other projects used these data at in-service conferences.

Three professional counselors independently classified titles of activities listed by children under "What I Like to Do." Many of the activities did not fit under the titles available on the standarized SRA interest inventory. Further research on these data is planned.

Selection of a Readability Formula

The staff recognized the need of a valid and useable readability formula to determine the difficulty levels of printed material. The following report regarding formulas was compiled:

A Rationale for the Selection of a Readability Formula

A vast quantity of the occupational information material encountered by the staff has been printed. Since one of the major objectives of the project is to evaluate the effectiveness of presently produced material, the use of a readability formula would be imperative. The outline below establishes the criterion for the selection of the formula:

A. It must be usable--that is, the formula must not impose unrealistic demands in terms of time to apply it to the vast quantity of material which will be evaluated.

B. It must be reliable.

C. It must be valid.

D. It must apply to a wide range of kinds of materials.

E. The results produced by it must be meaningful to the:

  1. Staff
  2. Parents
  3. Teachers
  4. Administration.

Several formulas were reviewed for their applicability to the project. These were initially reviewed by the staff and evaluated, using the previously mentioned criterion measures. The following presents the results of the evaluation.

1 = Poor

2 = Fair

3 = Adequate

4 = Good

5 = Excellent

FORMULA	CONCLUSIONS	
1. Washburne-Morphett and variations	A = 1 B = 4 C = 4 D = 3 E = 2 Total = 14	Administratively inefficient. Not suited to high volume work.
2. Lorge	A = 1 B = 5 C = 4 D = 3 E = 2 Total = 14	Very satisfactory, but selection of hard word count not suited for high volume in short time periods.
3. Yoakam	A = 1 B = 5 C = 4 D = 3 E = 1 Total = 14	Administratively inefficient.
4. Kessler	A = 3 B = 5 C = 4 D = 3 E = 4 Total = 19	Appears to be applicable to the project.
5. Flesch	A = 4 B = 5 C = 4 D = 4 E = 3 Total = 20	Very good.
6. Dale and Chall	A = 1 B = 5 C = 5 D = 4 E = 2 Total = 17	Very accurate. Difficult to manipulate.
7. Dolch	A = 1 B = 4 C = 4 D = 3 E = 1 Total = 13	Unwieldy.

FORMULA CONCLUSIONS

8. Gillie
A = 4 Fair-Good.
B = 4
C = 3
D = 3
E = 1
Total = 15

9. Farr-Jenkins-Patterson
A = 5 Excellent.
B = 5
C = 4
D = 4
E = 5
Total = 23

10. Gunning
A = 3
B = 4
C = 4
D = 2
E = 2
Total = 15

11. McElroy
A = 3
B = 1
C = 1
D = 2
E = 3
Total = 9

12. Forbes
A = 3
B = 1
C = 2
D = 4
E = 3
Total = 13

13. Wheller-Smith
A = 1
B = 4
C = 3
D = 2
E = 3
Total = 13

14. Tribe
A = 1
B = 5
C = 5
D = 2
E = 1
Total = 14

FORMULA	CONCLUSIONS
15. Bloomer	A = 1 B = 4 C = 3 D = 2 E = 3 Total = 13
16. Spache	A = 1 B = 4 C = 5 D = 2 E = 3 Total = 15

On the basis of the criteria selected and the ratings ascribed to the formulas by the project research assistant, the Farr-Jenkins-Patterson formula emerged as being the most applicable to use by the staff. Although some of the other formulas appeared to be more precise, their added accuracy was hampered by their administrative difficulty. The Farr-Jenkins-Patterson formula was reported by Klare to correlate at .97 with the Flesch. It does, however, eliminate several steps which greatly increased its ease of administration.

The score obtained using the Farr-Jenkins-Patterson formula is applied to the following index:

PATTERN OF READING EASE SCORES

Score	Ease	Magazine	Sent. Length	Syl./100	Completed Grade	% U.S. Adults
90-100	Very easy	Comics	8 or less	123 or less	4th	93
80-90	Easy	Pulp Fiction	11	131	5th	91
70-80	Fairly easy	Slick Fiction	14	139	6th	88
60-70	Standard	Digests	17	147	7 or 8	73
50-60	Fairly difficult	Quality	21	155	Some high school	54
30-50	Difficult	Academic	25	167	HS or some college	33
0-30	Very difficult	Scientific	20 or more	192 or more	College	4.5

PATTERN OF HUMAN INTEREST SCORES

Score	Style	% Pers. Words	% Pers. Sent.	Typical Magazines
60-100	Dramatic	17 or more	58 or more	Fiction
40-60	Highly interesting	10	43	New Yorker
20-40	Interesting	7	15	Digests
10-20	Mildly interesting	4	5	Trade Journals
0-10	Dull	2 or less	0	Technical Journals

FOG INDEX (See "The Technique of Clear Writing," by Robert Gunning, pp. 23-29)

1. Take 100-word sample, as with Flesch formula.
2. Calculate average sentence length as with Flesch formula.
3. Count number of "hard words," i.e., words of 3 syllables or more. Do not count words that are capitalized: combinations of short, easy words, as butterfly or bookkeeper; verbs where ending -ed, -ing, or -es makes third syllable; or numbers.
4. Add average sentence length to percentage of hard words, multiply the sum by 0.4. The product is the Fog Index, which corresponds to the school grade.

PATTERN OF FOG INDEX

FI	Reading Level	Magazine	Average S. L.	% Hard Words
17	College grad.	Scientific		
16	Senior			
15	Junior	and		
14	Sophmore			
13	Freshman	technical		
12	H. S. senior	Atlantic Monthly	20	10
11	H. S. junior	Harpers		
10	H. S. sophomore	Readers Digest	16	10
9	H. S. freshman	Readers Digest	15	7
8	Eighth grade	Ladies Home Journal	15	5
7	Seventh grade	True Confessions		
6	Sixth grade	Comics	13	3

Gunning places material with FI of 6-10 in "easy reading range," and calls 13 the "danger line," above which the reader would have considerable difficulty. The writer should strive to keep below it.

An analysis of a sample of materials examined by the staff showed that 46 of 48 publications fell within the difficult range. A report of the findings is presented in the following pages.

READABILITY OF SELECTED MATERIALS

Title	Publisher	Level
Planned-Training Pays Dividends	United States Department of Labor	Very Difficult College
On-the-Job Training	United States Department of Labor	Very Difficult College
Apprenticeship for Me?	United States Department of Labor	Difficult--High School or Some College
Mathematics in Action--The Role of Mathematics in Life Insurance	Institute of Life Insurance	Fairly Difficult Some High School
Shall I Study Chemistry	American Chemical Society	Difficult--High School or Some College
Geology--Science and Profession	American Geological Institute	Difficult--High School or Some College
Chemistry and Your Career	American Chemical Society	Difficult--High School or Some College
Project Gemini	National Aeronautics and Space Administration	Fairly Difficult Some High School
Spaceport	National Aeronautics and Space Administration	Very Difficult College
NASA Educational Publications	National Aeronautics and Space Administration	Very Difficult College
Saturn V--For Space Transportation	National Aeronautics and Space Administration	Very Difficult College
Gateway to the Moon	National Aeronautics and Space Administration	Difficult--High School or Some College
NASA at the John F. Kennedy Space Center	National Aeronautics and Space Administration	Very Difficult College
Catalog of Teaching Aids on Life and Health Insurance and Money Management	Institute of Life Insurance Health Insurance Institute	Very Difficult College

Title	Publisher	Level
Employment Outlook for Salesmen: Wholesale Trade	United State Department of Labor	Difficult—High School or Some College
Careers in Statistics	Presidents of Statistical Societies	Difficult--High School or Some College
List of Approved Schools ACS Committee on Professional Training	American Chemical Society	Difficult--High School or Some College
Facts About Vision	American Optometric Society	Difficult--High School or Some College
114 Years Plus of Democratic Trade Unionism	International Typographical Union	Difficult--High School or Some College
America Needs Labor Unions	International Typographical Union	Fairly Difficult Some High School
Facts About the International Typographical Union	International Typographical Union	Very Difficult College
Machine Tools. . . Today	National Machine Tool Builders' Association	Difficult--High School or Some College
"With Tools He is All"	National Machine Tool Builders' Association	Very Difficult College
Your Future in Plumbing, Heating and Cooling	National Association of Plumbing-Heating-Cooling Contractors	Difficult--High School or Some College
Have You Considered Industrial Engineering as a Profession	American Institute of Industrial Engineers	Difficult--High School or Some College
A Man's Work--An Information Motivation Sound System in Vocational Guidance	McGraw-Hill Book Company	Fairly Difficult Some High School
The Golden Touch--Jewelry Career Opportunities, Sales, Craftmanship, Management (2)	Retail Jewelers of America, Inc.	Difficult—High School or Some College
The National Apprenticeship Program	United State Department of Labor	Difficult--High School or Some College

Title	Publisher	Level
Careers in Apprenticeship	Office of Education Department of Health, Education and Welfare Manpower Administration Bureau of Apprenticeship and Training United States Department of Labor	Difficult--High School or Some College
Planned Training	United States Department of Labor	Fairly Easy 6th Grade
Tips for Apprenticeship	United States Department of Labor	Very Difficult College
The Bureau of Apprenticeship and Training	United States Department of Labor	Very Difficult College
Career Opportunities in Wholesaling	National Association of Wholesalers	Fairly Difficult Some High School
Employment Outlook for Watch Repairmen, Jewelers and Jewelry Repairmen, Instrument Repairmen	United States Department of Labor	Very Difficult College
Vending Review--Trends and Statistics of the Vending Industry	National Automatic Merchandising Association	Difficult--High School or Some College
Chronicle Occupational Briefs--Vending Machine Repairman (and Operator)	Chronicle Guidance Publications, Inc	Very Difficult College
Occupational Briefs on America's Major Job Fields--Automatic Vending Routemen	Science Research Associates, Inc	Difficult--High School or Some College
Chronicle Occupational Briefs--Vending Machine Operator	Chronicle Guidance Publications, Inc	Very Difficult College
What is an Optometrist?	American Optometric Association	Difficult--High School or Some College
Optometry	American Optometric Association	Very Difficult College
Technological Developments in the Graphic Arts	Lithographers and Photo-engravers International Union	Difficult--High School or Some College

Title	Publisher	Level
Graphic Arts Technology Today	Lithographers and Photo-engravers International Union	Difficult--High School or Some College
Impact of Web Offset--A Union's Analysis of Employment, Growth, Trend	Lithographers and Photo-engravers International Union	Difficult--High School or Some College
Starting and Managing a Small Automatic Vending Business	Small Business Administration	Difficult--High School or Some College
A Concise History of Vending in the U.S.A.	Vend	Very Difficult College
Horizons Unlimited	American Medical Association	Very Difficult College
Physics as a Career	American Institute of Physics	Difficult--High School or Some College
Why Should You Study Physics in High School?	American Institute of Physics	Standard 7-8 Grades
The Physicist in Industry	American Institute of Physics	Very Difficult College

Validation of Communication in Guidance Materials

It was decided in the initial planning of the project that the staff would work closely with The Pittsburgh Experiment on the Teaching of Career Development Information under the direction of Ann Martin. She requested that our project staff members assist in the validation of seven experimental film modules which her project developed.

The following procedures were implemented with a group of eighth grade pupils at the Sammye E. Coan Middle School:

A. Pretests--An information instrument developed by the Educational Testing Service and a semantic differential developed by the OIM staff were administered to the class.

B. Film Presentation--The class viewed each film and discussed it afterwards. The guided discussions which were taped, centered around the following concepts:

   1. Choices have consequences
   2. Compromise is an inherent part of decision making
   3. An individual's need for status job
   4. An individual's lack of confidence from an overprotective family
   5. Effect of parental disinterest on the child's values, interests, and aspirations
   6. Effect of parents' lack of education on the child's values and choices
   7. Motivation as an important element in planning and choice.

C. Posttests--Upon completion of film presentations, the instruments used in the pretesting were again administered.

D. Anecdotal Records--Records were kept of any spontaneous reactions to the films.

Upon completion of the materials, they were sent to Dr. Martin at the University of Pittsburgh.

In general, the questions directed to students who viewed the films stimulated lively discussions. One film which depicted the life-style of an industrial sewing machine operator did not serve well as a vehicle for communication although the questions were essentially the same as those used with the other CIG films.

It should be noted that a number of Atlanta educators who viewed the film modules expressed concern over the quality of the productions. Students did not express opinions on the technical aspects of the CIG films. They did, however, express opinions on the behavior, problems, and future of the subjects viewed.

Dr. Martin expresses the intention of including the results of the OIM staff findings in her annual report. It is anticipated that Dr. Martin may utilize OIM staff productions in her research.

Data Bank

A representative sample of variables has been collected on the developmental population. These variables will be coded on IBM cards along with interest and interview data, and later as the population and variable numbers grow, to magnetic tape. It is anticipated that this information will serve as the nucleus for the data bank initially outlined in the proposal. The following kinds of data will be included:

A. Demographic
B. Achievement
C. Socio-Economic
D. Open Ended Interests
E. Standardized Interests
F. Interview.

VII. MODIFICATIONS NEEDED TO IMPROVE PROJECT

In the planning of the original project, it was anticipated that because it was innovative, numerous modifications would be necessary during the first year of operation. While working with pupils, teachers, counselors, administrators, and community leaders, the staff has concluded that the following modifications would enhance the program's effectiveness:

Modification	Reason
A. The use of juke boxes should be further studied before full scale use is implemented. Possibly this technique should be limited to the upper elementary levels. Effectiveness of a single instrument should be studied initially.	A. The staff has identified in its preliminary work several pieces of equipment which may be equally effective and may be more effective and easily utilized in the elementary schools.

Modification	Reason
B. The staff feels that it would be advantageous to continue working within the developmental schools as well as in the schools designated for formal evaluation.	B. The developmental work of the first year although highly successful needs to continue. The project by its empirical and innovative nature requires constant feedback about pupils, teachers, and materials. The operating system and rapport established by the staff in the developmental schools should be maintained and utilized throughout the duration of the program.
C. The electronically controlled two-party monologue system will be replaced by a twenty-two channel recording system.	C. The monologue system was found to be extremely difficult for elementary pupils to accomplish. It was feared that in some cases artificial responses would be obtained from some pupils.
D. The project should add a creative writer to its staff.	D. A person in this position would serve to greatly expedite the production of materials. He would serve to generate a great deal of material which is required in the second year of operation.
E. The project will serve as one of the central cities activities for the coming year (System Approach to Community Educational Improvement).	E. The Atlanta Public Schools will be undertaking a Central Cities Project in the coming year in the geographic area in which this project operates.
F. The guidance specialist job title should be changed to Resource Teacher, Occupational Information (Guidance Specialist) for clarification and placement on the resource teacher scale.	F. The duties and responsibilities required in this position are of a coordinating and supervisory nature.
G. The staff will recruit a national advisory committee composed of outstanding personnel in the field of vocational guidance and research.	G. It is felt that this will be beneficial in clarifying procedures and objectives.

VIII. ESTIMATED EXPENDITURES TO CONTINUE GRANT

Estimated expenditures to the end of the current budget period are $99,319. The project has allowed the Atlanta Public Schools to take an important first step toward accomplishing the goals described in the narrative report. Accordingly, a grant of $180,792 will be needed to continue the program for the year 1968-69.

PART III

PROJECTED ACTIVITIES

I. THE COMMUNITY

The geographic area and population to be served by the continuation of this project are at present the same as those served by the Public School System of the City of Atlanta. The general grade organization of the system is K-7-5-V. During the second year of operation, it is anticipated that the materials produced will be disseminated at the state, regional, and national levels for validation purposes.

The Atlanta community has exhibited a strong support for this project, as exemplified by the letters of endorsement found in Appendix C. Business, industry, and service organizations in the Atlanta area are becoming increasingly concerned over the lack of qualified young people to meet the community's needs for skilled personnel. Evidence of this can be seen in the Atlanta Public Schools' program entitled Health Education and Health Occupational Training during the 1967-68 school year. This program has the full support of the Fulton County Medical Association in addition to the many health agencies in the Metropolitan Area. It is a direct outgrowth of the concern expressed by the community.

II. STATEMENT OF NEED

Experience reveals that many pupils lack appropriate and sufficient occupational information on which to make decisions concerning the world of work and how they may best contribute to it. It was anticipated that the needs could be met by: (1) the dissemination of occupational information in a form suitable for the grade and cognitive levels of pupils; (2) the presentation of opportunities for pupils to gain knowledge and understanding of themselves and occupations; and (3) the formulation of conceptual models which will serve as guidelines for preparing additional occupational materials.

The need for disseminating occupational information in a meaningful way has become more apparent and the lack of dissemination has become more critical in recent years as the school system has analyzed the pursuits of graduates, the number of pupils dropping out of school before graduation, and the small number enrolling in vocational programs. Attention has been focused on the need for appropriate information for many years, but little has been successfully accomplished.

The need for early and more varied information is felt all along the continua of ability and aspirational levels. In the Atlanta Public School System, an annual senior follow-up study is conducted during the autumn following graduation. Statistics released by the Department of Pupil Personnel disclosed that fifty-six per cent of the June, 1966, graduates were continuing their formal education; twenty-nine per cent were employed; six per cent entered military service, and seven per cent were unemployed. It is rather evident that a school system in which a large percentage of the seniors expressed the intention of terminating their education has an overwhelming need for dissemination of reliable occupational information for the pupils before they leave school.

In meeting the needs of the pupils, the following problems were anticipated:

1. Recognizing a need for the information (by pupils);
2. Establishing a readiness (on the part of the pupils);
3. Presenting various aspects of the information in a manner appropriate for different periods in the pupil's life;
4. Obtaining responses from the pupils when the information is presented in order to determine if the material is appropriate for their grade and cognitive levels of development;

5. Relating occupational information to environmental conditions and to experiences of the pupils;
6. Providing continuity in presenting data;
7. Sequentially developing data;
8. Incorporating occupational information in the instructional program;
9. Utilizing community human and material resources in presenting data;
10. Training teachers and counselors in techniques appropriate for dissemination of information;
11. Counseling with pupils concerning possible means of obtaining necessary training for appropriate work opportunities; and
12. Developing appraisal procedures of results.

These problems will be further considered in the continuation of the program.

Socio-economic environments affect the need for occupational information, the type of information needed, and the timing for presenting it. Affected also is the availability of occupational information in the home as well as the pupils' knowledge of alternate sources.

Local as well as national statistics show that the pupil from a lower income family has a higher dropout rate than his classmate from a more affluent background. The typical low socio-economic pupil is further handicapped by having a school history of low self-concept, low achievement, poor attendance, and high failure rate. Printed information is frequently too difficult for him to comprehend. Because of inadequate exposure to occupational information during elementary school experiences, he is led to formulate concepts which cause him to reject the vocational opportunities in which success is most probable Having formulated an unrealistic self-image, the low socio-economic pupil often seeks employment in situations which are incompatible with attained skills and abilities.

Teachers in elementary schools have significant influence on ambitions of pupils. Consequently, the plan to disseminate occupational information in the elementary school has not been designed for pupils to select definite occupations but to prevent their rejecting possibly suitable occupations and to permit their gaining information concerning a wide variety of occupations. The program should promote more receptive attitudes toward school and toward the work of high school counselors and teachers as pupils begin to prepare their school programs more effectively either for immediate employment or for further educational experiences.

III. OBJECTIVES

The objectives of the project are:

General

A. To disseminate, from the third through the seventh grade in the elementary schools and from the sixth through the eighth grade in the middle schools, occupational information in forms suitable for pupils' grade and cognitive levels so that they will gain knowledge of several aspects of themselves and of various occupations, and

B. To motivate pupils to remain in high school and thereafter seek additional training, either in vocation-technical or college programs, or to motivate those who feel compelled to terminate early their high school education to seek vocational training.

Specific

A. To prepare materials about occupations of interest to pupils;

B. To adapt the information, for dissemination, to three media -- discs, television, and print;

C. To disseminate the information to pupils over a period of three years in order to ascertain changes in the behavior of the pupils;

D. To prepare or select instruments which will be suitable to measure changes in knowledge of and interest in occupations during this program;

E. To evaluate the effectiveness of this program; and

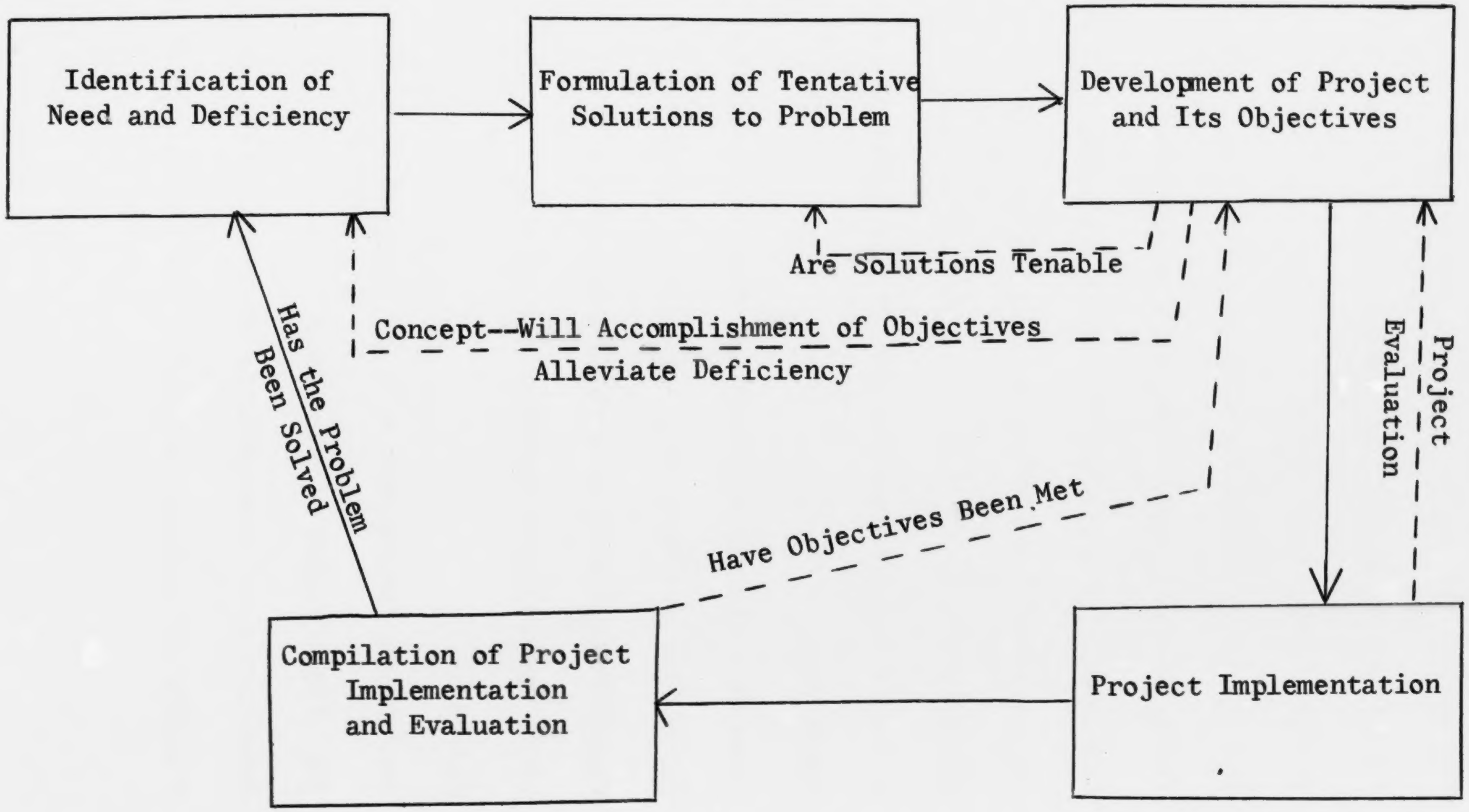
F. To formulate conceptual models, with appropriate formats for dissemination, of kinds of information and types of occupations desired by pupils.

The innovative and developmental nature of the project prohibits sequential accomplishment of objectives. It is anticipated that during the third year, formal evaluation of the objectives will be realized. The following diagram illustrates this process:

2

CHART 4

Accomplishment of Objectives


Identification of Need and Deficiency
Formulation of Tentative Solutions to Problem
Development of Project and Its Objectives
Project Implementation
Compilation of Project Implementation and Evaluation
Are Solutions Tenable
Concept--Will Accomplishment of Objectives Alleviate Deficiency
Has the Problem Been Solved
Have Objectives Been Met
Project Evaluation

IV. PROCEDURES

During the FY 1969, the following procedures will be operational:

A. The survey and analysis of the occupational information will continue.

B. Assessment of pupils' interests and attitudes via individual interviews will proceed.

C. Interviews with parents will continue.

D. The library of audio-tapes will be expanded.

E. Additional occupational materials including T-V programs will be prepared.

F. Collections of variables will be added to the data bank as they are accumulated

G. Occupational information will be disseminated as it is developed or identified.

H. Materials will be evaluated as they are presented in the schools.

I. In-service training sessions will be conducted for instructional personnel.

J. Opportunities will be provided for instructional personnel to express their opinions and observations in regard to the effectiveness of the material.

K. Evaluative instruments will be designed or selected for use in measuring the effectiveness of materials.

L. Community facilities will be utilized in the preparation of materials.

M. A number of salient components of the conceptual models will be identified.

V. EMPHASIS

The emphasis of this project continues to be innovative. The formulation of models for preparing occupational materials for pupils from grades three through eight still offers every indication that it will arrive at a new solution to an old educational problem. Its innovation is derived from several sources:

A. Grade levels involved

B. Preparation of materials

C. Adapatation of materials to dissemination media

D. Formulation of conceptual models.

Emphasis will continue to be placed on the following area:

A. Involvement of Pupils--Responses have been and will continue to be basic in determining the kinds of information and the types of occupations about which the materials will be prepared. Tests, instruments, and data collection techniques will continue to be utilized, since sufficient personnel are not available to present the basic data regarding pupils. In addition, continued emphasis will be placed on opportunities for role playing, visitations, expression of ideas, opinions, and desires for further involvement. Generally, the emphasis will be placed on what the pupil has learned and the types of additional information he wishes to acquire.

B. Content--Humanistic appeal at a given level of a pupil's development will be stressed in the preparation of the occupational information. The vocabulary will be appropriate for the pupil's level of comprehension. Scenes and terminology will be as familiar as practical. The material will become more complex and deal with increasingly widening aspects of the occupations as the information is sequentially developed at different levels. Standard published, printed, and filmed information will also be used, but stress will be placed on the use of this information by those pupils who, it is thought, will be able to profit by these vicarious experiences.

C. Sequential Development of Materials--Particular emphasis will be placed on the structure and vocabulary as well as the content of the occupational information. It is subscribed to by the staff that conceptual processes change as a child grows and matures. The known-unknown dimension is just one of many which can be supported. This fact was one of the chief considerations in the use of pupils in the earliest stages of the development of the occupational information.

The number and breadth of successive levels of occupational information will be further determined by the responses of pupils to the early versions of the materials. In the final decision, consideration will be given the vocabulary, interest, and structural level most suitable for each group, type of approach most preferred by the groups, feasibility with respect to final preparation of the materials, and the expense and distributional problems resulting from numerous levels of the occupational information.

D. Media of Communication--Various media will be utilized, recognizing that successful communication is basic in disseminating accurate, useful, and meaningful information. The use of audio-visual media, printed and graphic materials will be combined in innovative ways.

E. Schools--Schools have been randomly selected in which to prepare materials. They have been divided into sets which represent the upper and lower half of the socio-economic status of the population of the City of Atlanta. The staff has rotated among the sets of schools in order to gain greater variability among the pupils involved, to enlarge the number of pupils participating, and to limit the amount of time spent with any one group of pupils.

F. Adaptation of Materials to Dissemination Media--The prepared materials will be suitable for dissemination via several media: discs, telecasts, print, games, puzzles, and drawings. Innovative and exemplary approaches will be used in presenting the content for different grade and cognitive levels.

Initial emphasis will be placed during the summer of 1968 on an educational television series for the upper elementary and middle grades. The series, which will begin with the health occupations, will be augmented and embellished throughout the coming year. Since little has been done at the elementary level, the summer's activities offer an excellent opportunity for concept formation research. This will be implemented in connection with the project.

G. Formulation of Models--This project employs an empirical approach to the formulation of models for preparing materials for elementary pupils. Emphasis during FY 1969 will continue to be placed on the pragmatic investigation of characteristics of effective materials.

VI. EVALUATION

The FY 1969 evaluation of the project will have two major areas of emphasis:

A. Completion of meaningful description and classification of the characteristics of the pupils in grades three through eight.

B. Evaluation of the preparation and presentation of the occupational information materials.

It is anticipated that upon completion of the above activities a sound basis for formal evaluation and the development of conceptual models will be established.

Pupil Characteristics

The following kinds of data have been gathered on the developmental population:

A. Interests

B. Achievement

C. I. Q.

D. Demographic dimensions

E. Socio-economic level

F. Occupational preference

G. Permanent record data

The schools have been dichotomized into high and low socio-economic levels. Data gathered on the developmental population in both groups will serve as a basis for preparing and presenting materials.

It is anticipated that the evaluation will go through the following steps:

A. Classification of interview data

B. Classification of open-ended questionnaires

C. Coding and scaling variables

D. Punching of descriptive data on cards

E. Analysis of data using the following techniques:

  1. Factor analysis--complete set of variables
  2. Factor analysis--low socio-economic pupils
  3. Factor analysis--high socio-economic pupils
  4. Discriminant analysis--high X low socio-economic levels complete of variables.
  5. Discriminant analysis--boys X girls
  6. Frequency distribution on family status
  7. Crossbreak of the following:
     a. Interests X sex
     b. Interests X socio-economic level
     c. Interests X sex X socio-economic level
     d. Cross tabulation with variable stacking
     e. It is anticipated that the following computer programs will be utilized:

        BMDO3D - Correlation with item deletion
        BMDO4M - Discriminant analysis for two groups
        BMDO3M - Factor analysis
        BMDO5M - Discriminant analysis for several groups

F. Drawing generalizations regarding the developmental population using the information gained through the analysis

  1. Showing any common factor that can be attributed to various homogeneous groups
     a. Sex

        b. Socio-economic level
        c. Age
        d. Grade level
    2. Determining which variable most effectively discriminates between homogeneous groups
    3. Determining which groups can be designated as being essentially homogeneous for the purpose of material presentation and preparation

G. Making generalizations about the homogeneity of groups within the developmental populations.

With the data collected and the analysis made, the project staff will be able to make decisions about the nature of the population with which it is dealing. These generalizations will call for validation. It is anticipated that an instrument will be designed or selected to identify groups of similar pupils.

Teacher Population

Included in the study of the developmental pupil population has been an informal survey of the attitudes of teachers toward occupational information at the elementary level. It is anticipated that this information will serve as one of the general guidelines for the preparation of material.

Materials

During FY 1969, emphasis will be placed on the production and evaluation of materials developed in the project. Assessment of pupil and teacher reaction to materials will be a significant activity. The extent of the materials' utilization will be surveyed.

VII. DISSEMINATION

The dissemination of occupational information on the local, state, regional, and national levels will evolve as an increasingly significant aspect of the project. The following procedures are planned for FY 1969:

A. Distribution of materials

B. Publication of research findings and bi-monthly reports

C. Participation in seminars, conferences, and meetings

D. Contribution of news articles to various newspapers and journals.

VIII. QUALIFICATIONS OF PROFESSIONAL PERSONNEL

The attainment of the success of this innovative program depends upon the employment of qualified personnel. Materials development will require creative analyses and presentations according to the various interests and abilities exhibited by pupils from the third through the eighth grades.

Attention of the pupils is to be gained to the degree which will bring about personal involvement.

The following professional positions will be maintained for the program during FY 1969:

A. Position: Director of Occupational Information

Educational Requirements:	Master's Degree in education or subject area; however, a sixth-year certificate or a doctorate is preferred
Salary Range:	Master's Degree, $14,093 to $15,677 Sixth-Year Certificate $14,885 to $16,469 Doctoral Degree, $15,667 to $17,261
Teaching Experience:	Minimum of 10 years or the equivalence; elementary or high school subject areas (Administrative experience during the 10 years may be substituted for classroom experience.)
Duties:	Plans, organizes, directs, and evaluates the activities of the program for formulation of models for preparing occupational materials for pupils from various socio-economic levels in grades three through eight

B. Position: Resource Teacher, Occupational Information (Guidance Specialist)

Educational Requirements:	Master's Degree in education or counseling. Professional Certificate in counseling; training or experience in occupational information equivalent to 15 quarter hours

Salary Range: Master's Degree, $8,954 to $12,650

Duties: Conducts in-service training and orientation programs for counselors and instructional staff in developmental and experimental schools; coordinates informational activities with regular instructional staff; supervises, conducts and interprets interviews with pupils and parents; reviews and evaluates exisiting occupational materials; participates in preparation and evaluation of television, juke box, and printed materials; acts as liaison with business and industry; provides resource guidance for instructional staff in sequential dissemination of occupational information

C. Position: Materials Editor

Educational Requirements: Bachelor's Degree in journalism or equivalent experience and training

Salary Range: Bachelor's Degree, $7,824 to $11,184

Duties: Edits and publishes printed materials, television scripts, briefs, and recording discs; edits reports and communications in order to disseminate results of program

D. Position: Research Assistant

Educational Requirements: Doctoral Degree in education (preferred); Master's degree in education or subject area (required); research experience

Salary Range: Sixth-Year Certificate, $14,093 to $15,667
Doctoral Degree, $14,885 to $17,261

Duties: Assists project staff members in analyzing cognitive and achievement status of pupils; designs various experiments in order to reveal differences and similarities occurring in responses of pupils to various levels of occupational information; analyzes effectiveness of various media and procedures used in utilization of occupational information; evaluates overall effectiveness of utilization program; assists in general dissemination of results of program and the formulation of models for preparing occupational materials for pupils from various socio-economic levels in grades three through eight.

E. Position: Graphics Specialist

Educational Requirements:	Master's Degree in Art (preferred) Bachelor's Degree required
Salary Range:	$7,824 to $11,184
Duties:	Draws and paints illustrations for occupational materials; prepares charts, posters, background materials for TV programs, and slides; selects appropriate technique such as pen and ink, water-color, pastels, scratchboard, tempera, or oils, best suited to produce desired visual effects.

IX. FACILITIES, EQUIPMENT, AND MATERIALS

Existing facilities are adequate to conduct this innovative program. In fact, the following special facilities, arrangements, and services enhance the possibilities of attaining a high degree of success.

System-Wide Materials Center--The School System has recently acquired a 30,000 square foot modern building which was formerly used by Chrysler Corporation as a training center. This building now houses the Instructional Division of the System. A model instructional materials center is being developed here.

Educational Television Station--The Atlanta School System owns and jointly operates with Fulton County School System an educational television station WETV. The production staff of the station will assist in the production and transmission of the video tapes. Air time will be made available for telecasting during instructional and noninstructional hours.

Area Vocational-Technical School--A six million dollar Area Vocational-Technical School was completed in 1967. This school has an enrollment capacity of 2,000 students and operates day and night. Facilities are available for the following forty-seven courses:

TECHNOLOGY PROGRAMS

Air Conditioning Technology
Building Construction Technology
Chemical Technology
Civil Technology
Data Processing Technology
Electrical Technology
Electronics Technology
Industrial Technology
Instrumentation Technology
Mechanical Technology
Sanitary Engineering Technology

TRADE PROGRAMS

Air Conditioning and Refrigeration
Appliance Servicing
Architectural Drafting Technology
Aviation
Airframe and Engine Mechanics
Auto Mechanics
Barbering
Bricklaying
Cabinet Making
Carpentry
Commercial Art
Commercial Food Service
Commercial and Residential Wiring
Cosmetology
Diesel Mechanics
Industrial Electricity
Industrial Power Sewing
Lathing and Plastering
Machine Drafting and Design
Machine Shop
Painting and Decorating
Plumbing
Printing
Radio and Television Servicing
Sheet Metal
Small Gas Engines
Technical Illustrating
Tile Setting
Welding

HEALTH OCCUPATIONS

Dental Assistant
Dental Technology
Medical Assistant
Practical Nursing

BUSINESS EDUCATION

Accounting
General Clerical
Secretarial

X. AVAILABILITY OF STAFF

All currently employed staff members are expected to continue in their present positions with the exception of the research assistant, who is resigning to return to graduate school in September, 1968. Initial inquiries indicate the availability of a creative writer if the position is approved.

XI. SUBCONTRACTING

Services in connection with the continuation of the project are not expected to be subcontracted.

PART IV

BUDGET

PROPOSED BUDGET
REQUEST FOR OPERATIONAL GRANT, ESEA, TITLE III

Program:	Formulation of Models for Preparing Occupational Materials for Pupils From Various Socio-Economic Levels in Grades Three Through Eight
Applicant:	Atlanta Board of Education of the City of Atlanta
Address:	224 Central Avenue, S.W., Atlanta, Georgia 30303
Date Submitted:	July 1, 1968
Budget Period:	September 1, 1968 - August 31, 1969

EXPENDITURE ACCOUNTS

Classification	Acc't. No.	Project Time		Quantity	Salary, Rental, or Unit Cost	FY 1969	FY 1970
		Full	Part			Budgeted Amount	Budgeted Amount
ADMINISTRATION	100						
A. Salaries							
Professional							
Director		1	-	-	$16,205	$16,205	$16,469
Research Assistant		1	-	-	14,357	14,357	14,621
Non-Professional							
Senior Stenographer		2	-	-	4,632	9,264	9,672
B. Materials and Supplies							
Paper: Stationery, offset masters, envelopes, forms, index cards		-	-	-	-	100	130
Duplicating: Ink, masters, duplication and correction fluid		-	-	-	-	135	180
General: Pencils, erasers, staples, carbon paper, glue, file folders, stenographer's notebooks, gem clips, transparent tape		-	-	-	-	155	230
Postage:		-	-	-	-	180	105
C. Travel							
Local: 200 Days		-	-	4,500 mi.	$0.09/mi.	405	450
Out-of-State							
Transportation		-	-	15 trips	$100/trip	1,500	1,200
Per Diem		-	-	20 days	$18/day	360	350
D. Computer Services							
Statistical Analysis							
Keypunching		-	-	10,000 cds.	$0.05/cd.	500	500
Computer Time		-	-	7 hours	$140/hour	980	800

EXPENDITURE ACCOUNTS

Classification	Acc't. No.	Project Time		Quantity	Salary Rental, or Unit Cost	FY 1969	FY 1970
		Full	Part			Budgeted Amount	Budgeted Amount
ADMIN., Cont.	100						
D. Computer Services (Continued)							
Payroll, Accounting, Purchasing		-	-	600 items	$0.35/item	$ 210	$ 255
INSTRUCTION	200						
A. Salaries							
Professional							
Guidance Counselor Specialist		1	-	-	$11,247	11,247	11,531
Materials Editor		1	-	-	10,679	10,679	10,963
Graphic Specialist		1	-	-	10,679	10,679	10,963
Non-Professional							
Creative Writer		1	-	-	10,679	10,679	10,963
Senior Stenographer		1	-	-	4,632	4,632	4,836
Typist-Clerk		1	-	-	4,632	4,632	4,836
B. Television Production							
Engineer		0.10	-	-	7,344	734	766
Producer-Director		0.20	-	-	7,980	1,596	1,733
Assistant Producer-Director		0.10	-	-	7,656	766	798
Studio Crewman		-	1	-	5,712	5,712	5,964
C. Materials and Supplies							
Paper: Stationery, offset masters, envelopes, forms, index cards		-	-	-	-	60	75
Duplicating: Ink, masters, duplication and correction fluid		-	-	-	-	200	250
General: Pencils, erasers, staples, carbon paper, glue, file folders, stenographer's notebooks, gem clips, transparent tape		-	-	-	-	85	80
Postage:		-	-	-	-	100	75
Project Materials: Purchase of published materials		-	-	100 items	$3/item	300	150
D. Art and Graphic Material: Brushes, ink, paper, tissue, laminating film, drymount cloth,							

EXPENDITURE ACCOUNTS

Classification	Acc't. No.	Project Time		Quantity	Salary, Rental, or Unit Cost	FY 1969 Budgeted Amount	FY 1970 Budgeted Amount
		Full	Part				
INSTR., Cont.	200						
D. Art and Graphic Material: (Continued)							
tapes, glues, cement, sprays, paints		-	-	-	-	$ 2,297	$ 3,047
Reproduction		-	-	-	-	6,250	7,750
Material Production		-	-	-	-	35,600	30,800
Magnetic Tape		-	-	750 reels	$2/reel	1,500	500
E. Television Production							
Engineering Costs: Records, cameras, etc.		-	-	-	-	1,056	1,010
Production Costs: Film sequence, art, props, etc.		-	-	-	-	510	510
Video Tapes (1 hr.)		-	-	50 tapes	$250/tape	12,500	17,500
F. Travel							
Staff (200 days)		-	-	4,800 mi.	$0.09/mi.	532	162
Out-of-State							
Transportation		-	-	10 trips	$100/trip	1,000	800
Per Diem		-	-	20 days	$18/day	360	288
Consultants							
Local Transportation		-	-	2 days	$30/trip	60	120
Out-of-State		-	-	8 trips	$100/trip	800	100
Per Diem		-	-	25 days	$18/day	630	288
OPERATION	600						
Other Expenses							
Telephone Charge		-	-	9 months	$11/month	99	99
Toll calls and telegrams		-	-	23 calls	$3/call	75	60
FIXED CHARGES	800						
Employee benefits (6% of salary) Retirement, Workmens Compensation, etc.							
Administration		-	-	-	-	2,390	2,446
Instruction		-	-	-	-	3,681	3,801
CAPITAL OUTLAY	1230						
IBM Composer (for printing)		-	-	-	-	4,400	-
Recording Machine (Used juke boxes)		-	-	2 juke boxes	$300/juke box	600	-
TOTALS						$180,792	$178,226

PROPOSED BUDGET

REQUEST FOR OPERATIONAL GRANT, ESEA, TITLE III

Program:	Formulation of Models for Preparing Occupational Materials for Pupils From Various Socio-Economic Levels in Grades Three Through Eight
Applicant:	Atlanta Board of Education of the City of Atlanta
Address:	224 Central Avenue, S.W., Atlanta, Georgia 30303
Date Submitted:	July 1, 1968

Budget Period: September 1, 1968 - August 31, 1969

EXPENDITURE ACCOUNTS

Classification	Acc't. No.	Salaries		Contr. Serv.	Materials and Supplies	Travel	Equipment	Other Exp.	Total Exp.
		Prof.	Non-Prof.						
1	2	3	4	5	6	7	8	9	10
Administration	100	$30,562	$ 9,264	$1,690	$ 570	$2,265	-	-	$ 44,351
Instruction	200	32,605	28,751	-	60,458	3,382	-	-	125,196
Operation of Plant	600	-	-	-	-	-	-	$174	174
Fixed Charges	800	3,149	2,922	-	-	-	-	-	6,071
Capital Outlay	1230		-	-	-	-	$5,000	-	5,000
TOTAL		$66,316	$40,937	$1,690	$61,028	$5,647	$5,000	$174	$180,792

Budget Period: September 1, 1969 - August 31, 1970

EXPENDITURE ACCOUNTS

Classification	Acc't. No.	Salaries		Contr. Serv.	Materials and Supplies	Travel	Equipment	Other Exp.	Total Exp.
		Prof.	Non-Prof.						
1	2	3	4	5	6	7	8	9	10
Administration	100	$31,090	$ 9,672	$1,555	$ 645	$2,000	-	-	$ 44,962
Instruction	200	33,457	29,896	-	61,747	1,758	-	-	126,858
Operation of Plant	600	-	-	-	-	-	-	$159	159
Fixed Charges	800	3,215	3,032	-	-	-	-	-	6,247
Capital Outlay	1230	-	-	-	-	-	-	-	-
TOTAL		$67,762	$42,600	$1,555	$62,392	$3,758	-	$159	$178,226

OE 4351 (REV. 12/66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 5
APPROVAL EXPIRES 6/

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY Board of Education, 224 Central Ave., S.W., Atlanta, Ga. 30303	PROJECT NUMBER 67-03454-0	GRANT NUMBER OEG-3-7-703454-4554	STATE Georgia
PART I – EXPENDITURES *(other than construction)*	*(Check One)* ☒ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES)	☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT	BUDGET PERIOD (MONTH, DAY, & YEAR) BEG: 9/1/67 END: 8/31/68

	EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
			SALARIES								
	FUNCTIONAL CLASSIFICATION	ACC'T NO.	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATE BUDGET
	1	2	3	4	5	6	7	8	9	10	11
1	ADMINISTRATION	100	$ 30,562	$ 9,264	$ 1,690	$ 570	$ 2,265	$	$	$ 44,351	$
2	INSTRUCTION	200	32,605	28,751		60,458	3,382			125,196	
3	ATTENDANCE SERVICES	300									
4	HEALTH SERVICES	400									
5	PUPIL TRANSPORTATION SERVICES	500									
6	OPERATION OF PLANT	600									
7	MAINTENANCE OF PLANT	700							174	174	
8	FIXED CHARGES	800	3,149	2,922						6,071	
9	FOOD SERVICES	900									
10	STUDENT-BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100									
12	REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c									
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						5,000		5,000	
14	TOTAL →		$ 66,316	$ 40,937	$ 1,690	$ 61,028	$ 5,647	$ 5,000	$ 174	$ 180,792	$
15	EGOTIATED BUDGET →		$	$	$	$	$	$	$	XXXXXXXXXXXXX	$

PART II – CONSTRUCTION EXPENDITURES

(Check One)
☐ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, Day, & Year)*
BEGINNING:
ENDING:

	EXPENDITURE ACCOUNTS	ACC'T NUMBER	AMOUNT	NEGOTIATED BUDGET
	1	2	3	4
1	SITES		▨	▨
A	PROFESSIONAL SERVICES	1210a	$	$
B	IMPROVEMENT TO SITES	1210c		
2	BUILDINGS		▨	▨
A	PROFESSIONAL SERVICES	1220a		
B	NEW BUILDINGS AND BUILDING ADDITIONS	1220b		
C	REMODELING (IF $2,000 OR LESS ENTER IN PART I)	1220c		
3	ADMINISTRATIVE EXPENSES *(Specify below)*	1220	▨	▨
A				
B				
4	LEASING OF FACILITIES			
5	TOTAL →		$	$

PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD *(Month, Day, and Year)*
BEGINNING: ENDING:

☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

	ITEMS		PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II CONSTRUCTION EXPENDITURES	TOTAL
	1		2	3	4
1	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE →				
A	UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$	▨	▨	▨
B	APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	$	▨	▨	▨
C	TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)	$	▨	▨	▨
2	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE →				
3	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) →				

PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

	ITEMS	CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	
2	CASH RECEIVED	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

SIGNATURE OF PROJECT FISCAL OFFICER Edwin R Batts	DATE 6/30/68
SIGNATURE OF PROJECT DIRECTOR Cook	DATE 6/30/68

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES: EXP. CLASS	BAL. PAY		SEC. REPT.	VOUCHER NUMBER	SCHEDULE NUMBER
1	2	3	4	5	6	7	8	9	10	11	12

GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LEDGER: DEBIT	CREDIT	APPROPRIATION SYMBOL	
13	14	15	16	17	18	19	20	21

OE 4351 (REV. 12/66)

BUDGET BUREAU NO. 51
APPROVAL EXPIRES 6/

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached Instructions before completing this form)

NAME AND ADDRESS OF AGENCY Board of Education, 224 Central Ave., S.W., Atlanta, Ga. 30303	PROJECT NUMBER 67-03454-0	GRANT NUMBER OEG-3-7-703454-4554	STATE Georgia
PART I - EXPENDITURES (other than construction)	(Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES)	☒ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT	BUDGET PERIOD (MONTH, DAY, & YEAR) BEG: 9/1/67 END: 8/31/68

	EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
			SALARIES								
	FUNCTIONAL CLASSIFICATION	ACC'T NO.	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
	1	2	3	4	5	6	7	8	9	10	11
1	ADMINISTRATION	100	$ 29,935	$ 9,250	$ 900	$ 380	$ 1,000	$	$	$ 41,465	$ 41,718
2	INSTRUCTION	200	21,358	14,078		6,121	2,721			44,278	47,475
3	ATTENDANCE SERVICES	300									
4	HEALTH SERVICES	400									
5	PUPIL TRANSPORTATION SERVICES	500									
6	OPERATION OF PLANT	600							309	309	309
7	MAINTENANCE OF PLANT	700									
8	FIXED CHARGES	800							2,100	2,100	4,478
9	FOOD SERVICES	900									
10	STUDENT-BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100									
12	REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c									
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						11,167		11,167	11,167
14	TOTAL ⟶		$ 51,293	$ 23,328	$ 900	$ 6,501	$ 3,721	$ 11,167	$ 2,409	$ 99,319	$
15	NEGOTIATED BUDGET ⟶		$ 51,293	$ 23,328	$ 1,950	$ 7,427	$ 4,274	$ 11,167	$ 5,708	xxxxxxxxxxxxxx	$ 105,147

PART II – CONSTRUCTION EXPENDITURES

(Check One)
☐ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, Day, & Year)*
BEGINNING:
ENDING:

	EXPENDITURE ACCOUNTS		ACC'T NUMBER	AMOUNT	NEGOTIATED BUDGET
	1		2	3	4
1	SITES			▨	▨
	A	PROFESSIONAL SERVICES	1210a	$	$
	B	IMPROVEMENT TO SITES	1210c		
2	BUILDINGS			▨	▨
	A	PROFESSIONAL SERVICES	1220a		
	B	NEW BUILDINGS AND BUILDING ADDITIONS	1220b		
	C	REMODELING (IF $2,000 OR LESS ENTER IN PART I)	1220c		
3	ADMINISTRATIVE EXPENSES *(Specify below)*		1220	▨	▨
	A				
	B				
4	LEASING OF FACILITIES				
5	TOTAL →			$	$

PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD *(Month, Day, and Year)*
BEGINNING: ENDING:

☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

	ITEMS			PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II CONSTRUCTION EXPENDITURES	TOTAL
	1			2	3	4
1	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE →			$105,147		$105,147
	A	UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$	▨	▨	▨
	B	APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	$105,147	▨	▨	▨
	C	TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)	$105,147	▨	▨	▨
2	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE →			$ 99,319		$ 99,319
3	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) →			$ 5,828		$ 5,838

PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

	ITEMS	CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	
2	CASH RECEIVED	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

SIGNATURE OF PROJECT FISCAL OFFICER	Calvin L Bate	DATE 6/30/68
SIGNATURE OF PROJECT DIRECTOR	Helen E Cook	DATE 6/30/68

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
						EXP. CLASS	BAL. PAY		SEC. REPT.		
1	2	3	4	5	6	7	8	9	10	11	12

GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LEDGER		APPROPRIATION SYMBOL	
					DEBIT	CREDIT		
13	14	15	16	17	18	19	20	21

GPO : 1967

APPENDIX A

THE SELECTED BIBLIOGRAPHY OF OCCUPATIONAL LITERATURE is the result of the cooperative efforts of the OIM staff, principals, librarians, and teachers in nine developmental schools*, the Area III Resource Library, and the Professional Library, Atlanta Public Schools.

The NVGA ratings may be of value to those who use occupational materials; however, it should be remembered that the NVGA GUIDELINES are designed to help us identify well-produced materials. It is highly unlikely that all readers will agree with the ratings.

The OIM staff is grateful to those whose enthusiasm and interest made it possible for the work to proceed smoothly.

* 1. Sammye E. Coan Middle School
2. Cooper Street Elementary School
3. Home Park Elementary School
4. Jessie Mae Jones Elementary School
5. Peeples Elementary School
6. Pryor Street Elementary School
7. I. N. Ragsdale Elementary School
8. Anne E. West Elementary School
9. West Haven Elementary School

Helen E. Cook, Director
Occupational Information Materials

SELECTED BIBLIOGRAPHY OF OCCUPATIONAL LITERATURE IN LIBRARIES OF NINE ATLANTA PUBLIC ELEMENTARY SCHOOLS

Allee, Veva Elwell. The Frozen Foods Plant. Chicago, Illinois: Melmont Publishers, Inc. 1955. (Grades 2-4) (H-3)*

Banks, Marjorie Ann. How Foods Are Preserved. Chicago, Illinois: Benefic Press. 1963. (Grades 2-4) (H-1)*

Banks, Marjorie Ann. How We Get Our Dairy Foods. Chicago, Illinois: Benefic Press. 1963. (Grades 2-4) (I-1)*

Barr, Jene. Dan, The Weatherman. Racine, Wisconsin: Whitman Publishing Company. 1958. (Grades K-2) (A-2)*

Bendick, Jeanne. The First Book of Automobiles. New York, New York: Franklin Watts, Inc. 1966. (Grades 3-5) (I-3)*

Bendick, Jeanne. The First Book of Supermarkets. New York, New York, Franklin Watts, Inc. 1954. (Grades 1-4) (I-1)*

Benenson, Lawrence A. How a House is Built. New York, New York: Criterion Books, Inc. 1964. (Grades 5-9) (H-2)*

Bethers, Ray. Perhaps I'll Be a Sailor. Aladdin Books (out of print) 1949. (Grades 4-6)(H&I-2)*

Brewster, Benjamin. The First Book of Cowboys. New York, New York: Franklin Watts, Inc. 1950. (Grades 4-12) (A-2)*

Brewster, Benjamin. The First Book of Firemen. New York, New York: Franklin Watts, Inc. 1951. (Grades 3-5) (I-1)*

Bridges, William. Zoo Doctor. New York, New York: William Morrow & Company. 1957. (Grades 4-7) (I-1)*

Brindze, Ruth. All About Courts and the Law. New York, New York: Random House, Inc. 1964. (Grades 6-10) (I-1)*

Brindze, Ruth. All About Undersea Exploration. New York, New York: Random House, Inc. 1960. (Grades 7-8) (H-2)*

Brown, Margaret Wise. The Little Farmer. Eau Claire, Wisconsin: E. M. Hale & Company. 1958. (Grades 1-3) (A-3)*

Buchheimer, Naomi. Let's Go to a Bakery. New York, New York: G. P. Puttnam's Sons. 1956. (Grades K-3) (I-2)*

Buchheimer, Naomi. Let's Go to a Candy Factory. New York, New York: G. P. Putnam's Sons. 1957. (Grades 1-4) (H-1)*

* Classification and Recommendation based on National Vocational Guidance Association Guidelines for Evaluating Occupational Information. See final page for detailed explanation.

Buchheimer, Naomi. Let's Go to a Firehouse. New York, New York: G. P. Putnam's Sons. 1957. (Grades K-2) (I-1)*

Buchheimer, Naomi. Let's Go to the Library. New York, New York: G. P. Putnam's Sons. 1957. (Grades K-3) (H-1)*

Buchheimer, Naomi. Let's Go to a Post Office. New York, New York: G. P. Putnam's Sons. 1964. (Grades 1-3) (H-1)*

Buchheimer, Naomi. Let's Go to School. New York, New York: G. P. Putnam's Sons. 1957. (Grades K-3) (H-1)*

Buchheimer, Naomi. Let's Go to the Telephone Company. New York, New York: G. P. Putnam's Sons. 1958. (Grades 4-6) (H-2)*

Buehr, Walter F. The First Book of Machines. New York, New York: Franklin Watts, Inc. 1962. (Grades 4-6) (I-2)*

Busby, Edith. Behind the Scenes at the Library. New York, New York: Dodd-Mead & Company. 1960. (Grades 5-8) (I-2)*

Busby, Edith. What Does a Librarian Do? New York, New York: Dodd-Mead & Company. 1963. (Grades 4-6) (I-1)*

Butler, Roger. Let's Go to an Automobile Factory. New York, New York: G. P. Putnam's Sons. 1961. (Grades 4-6) (I-1)*

Butler, Roger. Let's Go to an Oil Refinery. New York, New York: G. P. Putnam's Sons. 1961. (Grades 3-5) (H-1)*

Chace, Haile H. About the Captain of a Ship. Chicago, Illinois: Melmont Publishers, Inc. 1959. (Grades 1-5) (I-2)*

Chace, Haile H. About the Pilot of a Plane. Chicago, Illinois: Melmont Publishers, Inc. 1959. (Grades 1-5) (I-2)*

Chester, Michael. Let's Go to Build a Suspension Bridge. New York, New York: G. P. Putnam's Sons. 1966. (Grades 4-7) (I-1)*

Cochrane, Joanna. Let's Go to a Sanitation Department. New York, New York: G. P. Putnam's Sons. 1958. (Grades 2-4) (A-2)*

Colby, Carroll B. Fish and Wildlife. New York, New York: Coward-McCann, Inc. 1955. (Grades 4-6) (H-1)*

Colby, Carroll B. Mapping the World. New York, New York: Coward-McCann, Inc. 1959. (Grades 5-7) (H-2)*

Colby, Carroll B. Park Ranger. New York, New York: Coward-McCann, Inc. 1955. (Grades 4-6) (I-1)*

Colby, Carroll B. Police. New York, New York: Coward-McCann, Inc. 1954. (Grades 4-6) (I-1)*

Colby, Carroll B. Smoke Eaters. New York, New York: Coward-McCann, Inc. 1954. (Grades 4-6) (H-1)*

Colby, Carroll B. Snow Surveyors. New York, New York: Coward-McCann, Inc. 1959. (Grades 4-6) (I-1)*

Colby, Carroll B. Soil Savers. New York, New York: Coward-McCann, Inc. 1957. (Grades 4-6) (I-2)*

Colby, Carroll B. Tall Timber (U. S. Forest Service). New York, New York: Coward-McCann, Inc. 1955. (Grades 4-6) (I-1)*

Colby, Carroll B. Trucks on the Highway. New York, New York: Coward-McCann, Inc. 1964. (Grades 5-7) (H-1)*

Colby, Jean P. Tear Down to Build Up. New York, New York: Hastings House Publishers. 1960. (Grades 4-6) (H-1)*

Colonius, Lillian. At the Airport. Chicago, Illinois: Melmont Publishers, Inc. 1953. (Grades 1-3) (H-1)*

Colonius, Lillian. At the Bakery. Chicago, Illinois: Melmont Publishers, Inc. 1954. (Grades 2-5) (A-2)*

Colonius, Lillian. At the Post Office. Chicago, Illinois: Melmont Publishers, Inc. 1953. (Grades 1-3) (A-3)*

Compton, Grant. What Does a Veterinarian Do? New York, New York: Dodd-Mead & Company. 1964. (Grades 4-6) (I-1)*

Cooke, David C. Behind the Scenes at an Airport. New York, New York: Dodd-Mead & Company. 1958. (Grades 4-6) (I-3)*

Cooke, David C. Behind the Scenes at an Oil Field. New York, New York: Dodd-Mead & Company. 1951. (Grades 4-6) (H-1)*

Cooke, David C. How Automobiles are Made. New York, New York: Dodd-Mead & Company. 1957. (Grades 4-6) (I-2)*

Cooke, David C. How Books are Made. New York, New York: Dodd-Mead & Company. 1963. (Grades 4-6) (H-1)*

Cooke, David C. How Money is Made. New York, New York: Dodd-Mead & Company. 1962. (Grades 4-6) (H-2)*

Cooke, David C. How Paper is Made. New York, New York: Dodd-Mead & Company. 1959. (Grades 4-6) (H-2)*

Coy, Harold. Doctors and What They Do. New York, New York: Franklin Watts, Inc. 1956. (Grades 7-12) (A&I-1)*

Crawford, William. The United States Border Patrol. New York, New York: G. P. Putnam's Sons. 1965. (Grades 5-9) (I-1)*

Day, John. What the President Does All Day. New York, New York: John Day Company. 1962. (Grades 4-7) (B-1)*

Dean, Lucille D. At the Dry Cleaners. Chicago, Illinois: Melmont Publishers, Inc. 1955. (Grades 2-5) (H-1)*

Dean, Lucille D. At the Laundry. Chicago, Illinois: Melmont Publishers, Inc. 1955. (Grades 2-5) (H-1)*

Denniston, Elinore. America's Silent Investigators (Postal Inspectors). New York, New York: Dodd-Mead & Company. 1964. (Grades 7-9) (A-1)*

Dobrin, Norma. About Foresters. Chicago, Illinois: Melmont Publishers, Inc. 1962. (Grades 3-6) (I-1)*

Elting, Mary. The First Book of Nurses. New York, New York: Franklin Watts, Inc. 1951. (Grades 3-5) (I-1)*

Elting, Mary. The Lollypop Factory. Garden City, New York: Doubleday & Company, Inc. 1946. (Grades K-3) (H-1)*

Elting, Mary. Trains at Work. New York, New York: Harvey House, Inc. 1947. (Grades 3-4) (I-1)*

Ericsson, Mary Kentia. About Glasses for Gladys. Chicago, Illinois: Melmont Publishers, Inc. 1962. (Grades K-3) (A-1)*

Esterer, Arnulf K. Your Career in Chemistry. New York, New York: Julian Messner Publications, Inc. 1964. (Grades 7-12) (I-1)*

Ferris, Helen. Time of Discovering. New York, New York: Franklin Watts, Inc. 1961. (Grades 7-9) (A-1)*

Floherty, John. Troopers All; Stories of State Police. Philadelphia, Pennsylvania: J. B. Lippincott Company. 1954. (Grades 6-9) (A-1)*

Gelinas, Paul J. So You Want to be a Teacher. New York, New York: Harper & Row. 1965. (Grades 10-up) (I-1)*

Georgiady, Nicholas, and Romano, Louis. This is a Department Store. Chicago, Illinois: Follett Publishing Company. 1962. (Grades 1-3) (H-3)*

Goodspeed, J. M. Let's Go to a Dairy. New York, New York: G. P. Putnam's Sons. 1957. (Grades 1-3) (H-1)*

Goodspeed, J. M. Let's Go to a Garage. New York, New York: G. P. Putnam's Sons. 1957. (Grades K-2) (I-3)*

Goodspeed, J. M. Let's Go Watch a Building Go Up. New York, New York: G. P. Putnam's Sons. 1956. (Grades K-3) (I-2)*

Granburg, Wilbur J. Johnny Wants to be a Policeman. Aladdin Books (out of print). 1951. (Grades 3-5) (A-1)*

Green, Erma. Let's Go to a Steel Mill. New York, New York: G. P. Putnam's Sons. 1961. (Grades 4-6) (H-2)*

Greene, Carla. Doctors and Nurses - What do They do? New York, New York: Harper & Row. 1963. (Grades K-3) (I-1)*

Green, Carla. I Want to be a Baker. Chicago, Illinois: Childrens Press, Inc. 1956. (Grades K-3) (A-2)*

Greene, Carla. *I Want to be a Baseball Player*. Chicago, Illinois: Childrens Press, Inc. 1961. (Grades K-3) (A-1)*

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Type of Material Code:

A - Career Fiction
B - Biography
H - Business and Industrial Descriptive Literature
I - Occupational or Industrial Descriptive Literature

Recommendation:

1 - Highly recommended (maximum adherence to NVGA Standards).
2 - Recommended (general adherence to NVGA Standards).
3 - Useful (because it is limited in scope, it does not meet NVGA Standards, but contains authentic, objective, timely, and helpful information).

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Elting, Mary. The Lollypop Factory. Garden City, New York: Doubleday & Company, Inc. 1946. Grades K-3. D.O.T. Industry. H-1.

Green, Erma. Let's Go to a Steel Mill. New York, New York: G. P. Putnam's Sons. 1961. Grades 4-6. D.O.T. Industry. H-2.

McCall, Edith S. How We Get Our Clothing. Chicago, Illinois: Benefic Press. 1961. Grades 2-4. D.O.T. Industry. H-1.

Norling, Josephine. Pogo's Letter - A Story of Paper. New York, New York: Holt, Rinehart & Winston, Inc. 1946. Grades K-4. D.O.T. 539. H-1.

Schatz, Letta. No Lights for Brightville. Chicago, Illinois: Follett Publishing Company. 1965. Grades 1-3. D.O.T. Industry. A-1.

Shannon, Terry. About Ready-to-Wear Clothes. Chicago, Illinois: Melmont Publishers, Inc. 1961. Grades 3-6. D.O.T. Industry. H-1.

MEDICINE AND HEALTH

Bridges, William. Zoo Doctor. New York, New York: William Morrow & Company. 1957. Grades 4-7. D.O.T. 073. I-1.

Compton, Grant. What Does a Veterinarian Do? New York, New York: Dodd-Mead & Company. 1964. Grades 4-6. D.O.T. 073. I-1.

Coy, Harold. Doctors and What They Do. New York, New York: Franklin Watts, Inc. 1956. Grades 7-12. D.O.T. 070. A&I-1.

Elting, Mary. The First Book of Nurses. New York, New York: Franklin Watts, Inc. 1951. Grades 3-5. D.O.T. 075. I-1.

Ericsson, Mary Kentia. About Glasses for Gladys. Chicago, Illinois: Melmont Publishers, Inc. 1962. Grades K-3. D.O.T. 070. A-1.

Greenberg, Saul N. So You Want to be a Dentist. New York, New York: Harper & Row. 1963. Grades 10-up. D.O.T. 072. I-1.

Greene, Carla. Doctors and Nurses - What do They do? New York, New York: Harper & Row. 1963. Grades K-3. D.O.T. 070 and 075. I-1.

Greene, Carla. I Want to be a Dentist. Chicago, Illinois: Childrens Press, Inc. 1957. Grades K-3. D.O.T. 072. A-1.

Greene, Carla. I Want to be a Doctor. Chicago, Illinois: Childrens Press, Inc. 1958. Grades K-3. D.O.T. 070. A-1.

Greene, Carla. I Want to be a Nurse. Chicago, Illinois: Childrens Press, Inc. 1957. Grades K-3. D.O.T. 075. A-1.

Greene, Carla. I Want to be an Animal Doctor. Chicago, Illinois: Childrens Press, Inc. 1956. Grades K-3. D.O.T. 073. A-1.

Hammond, Diana. Let's Go to a Hospital. New York, New York: G. P. Putnam's Sons. 1959. Grades 2-4. D.O.T. Industry. A-1.

Hefflefinger, Jane. At the Pet Hospital. Chicago, Illinois: Melmont Publishers, Inc. 1964. Grades 1-3. D.O.T. 073. H-1.

Jubelier, Ruth. About Jack's Dental Checkup. Chicago, Illinois: Melmont Publishers, Inc. 1961. Grades K-3. D.O.T. 072. A-1.

Meeker, Alice. How Doctors Help Us. Chicago, Illinois: Benefic Press. 1964. Grades 1-3. D.O.T. 070. I-1.

Meeker, Alice. How Hospitals Help Us. Chicago, Illinois: Benefic Press. 1962. Grades 1-3. D.O.T. Industry. H-1.

Nourse, Alan E. So You Want to be a Doctor. New York, New York: Harper & Row. 1957. Grades 10-up. D.O.T. 070. I-1.

Thompson, Frances B. About Doctor John. Chicago, Illinois: Melmont Publishers, Inc. 1959. Grades 1-3. D.O.T. 070. A-1.

Thompson, Frances B. About Miss Sue, The Nurse. Chicago, Illinois: Melmont Publishers, Inc. 1963. Grades K-3. D.O.T. 075. A-1.

MILITARY SERVICES

Greene, Carla. Soldiers and Sailors - What Do They Do? New York, New York: Harper & Row. 1963. Grades K-3. D.O.T. 378. A-2.

Hyde, Wayne. What Does a Parachutist Do? New York, New York: Dodd-Mead & Company. 1960. Grades 4-6. D.O.T. 159. I-1.

Scharff, Robert. Into Space With the Astronauts. New York, New York: Grosset & Dunlap, Inc. 1965. Grades 4-6. D.O.T. 196. I-2.

Weller, George. The Story of the Paratroops. Eau Claire, Wisconsin: E. M. Hale & Company. 1958. Grades 5-6. D.O.T. 378. A-1.

Wells, Robert. What Does An Astronaut Do? New York, New York: Dodd-Mead & Company. 1961. Grades 4-6. D.O.T. 196. I-1.

PUBLIC SERVICE

Barr, Jene. Dan, The Weatherman. Racine, Wisconsin: Whitman Publishing Company. 1958. Grades K-2. D.O.T. 025. A-2.

Brewster, Benjamin. The First Book of Firemen. New York, New York: Franklin Watts, Inc. 1951. Grades 3-5. D.O.T. 373. I-1.

Buchheimer, Naomi. Let's Go to a Firehouse. New York, New York: G. P. Putnam's Sons. 1956. Grades K-2. D.O.T. 951. I-1.

Buchheimer, Naomi. Let's Go to a Post Office. New York, New York: G. P. Putnam's Sons. 1964. Grades 1-3. D.O.T. 233. H-1.

Cochrane, Joanna. Let's Go to a Sanitation Department. New York, New York: G. P. Putnam's Sons. 1958. Grades 2-4. D.O.T. Industry. A-2.

Colby, Carroll B. Police. New York, New York: Coward-McCann, Inc. 1954. Grades 4-6. D.O.T. 375. I-1.

Colby, Carroll B. Secret Service. New York, New York: Coward-McCann, Inc. 1966. Grades 3-7. D.O.T. 376. I-1.

Colonius, Lillian. At the Post Office. Chicago, Illinois: Melmont Publishers, Inc. 1953. Grades 1-3. D.O.T. 233. A-3.

Crawford, William. The United States Border Patrol. New York, New York: G. P. Putnam's Sons. 1965. Grades 5-9. D.O.T. 375. I-1.

Denniston, Elinore. America's Silent Investigators (Postal Inspectors). New York, New York: Dodd-Mead & Company. 1964. Grades 7-9. D.O.T. 054. A-1.

Floherty, John. Troopers All, Stories of State Police. Philadelphia, Pennsylvania: J. B. Lippincott Company. 1954. Grades 6-9. D.O.T. 375. A-1.

Granburg, Wilbur J. Johnny Wants To Be a Policeman. Aladdin Books (out of print). 1951. Grades 3-5. D.O.T. 375. A-1.

Greene, Carla. I Want to be a Fireman. Chicago, Illinois: Childrens Press, Inc. 1959. Grades K-3. D.O.T. 951. A-1.

Greene, Carla. I Want to be a Policeman. Chicago, Illinois: Childrens Press, Inc. 1958. Grades K-3. D.O.T. 375. A-1.

Greene, Carla. *I Want to be a Postman*. Chicago, Illinois: Childrens Press, Inc. 1958. Grades K-3. D.O.T. 233. A-1.

Greene, Carla. *What Do They Do?* Policemen and Firemen. New York, New York: Harper & Row. 1962. Grades K-3. D.O.T. 373 and 375. A-1.

Hyde, Wayne. *What Does a Secret Service Agent Do?* New York, New York: Dodd-Mead & Company, Inc. 1962. Grades 4-6. D.O.T. 376. I-1.

Kuhn, Ferdinand. *Story of the Secret Service*. New York, New York: Random House, Inc. 1957. Grades 7-8. D.O.T. 376. I-1.

Landin, Les. *About Policemen Around the World*. Chicago, Illinois: Melmont Publishers, Inc. 1964. Grades 2-4. D.O.T. 375. H-3.

McCall, Edith S. *How We Get Our Mail*. Chicago, Illinois: Benefic Press. 1961. Grades 1-3. D.O.T. 233. H-2.

McGrady, Mike. *Crime Scientists*. Philadelphia, Pennsylvania: J. B. Lippincott Company. 1961. Grades 5-7. D.O.T. 054. A-1.

Meshover, Leonard. *You Visit a Fire Station - Police Station*. Chicago, Illinois: Benefic Press. 1965. Grades 1-3. D.O.T. 951 and 375. H-1.

Miers, Earl Schenck. *The Story of the F. B. I.* New York, New York: Grosset & Dunlap. 1965. Grades 4-9. D.O.T. 376. I-2.

Miner, Irene. *The True Book of Our Post Office*. Chicago, Illinois: Childrens Press, Inc. 1955. Grades K-4. D.O.T. 233. H-1.

Miner, Irene. *The True Book of Policemen & Firemen*. Chicago, Illinois: Childrens Press, Inc. 1954. Grades K-4. D.O.T. 375 and 373. I-1.

Reynolds, Quentin. *F. B. I.* New York, New York: Random House, Inc. 1954. Grades 7-8. D.O.T. 376. I-1.

Schneider, Herman and Nina. *Let's Look Under the City*. New York, New York: William R. Scott, Inc. 1954. Grades 3-7. D.O.T. Industry. H-1.

Shapp, Charles and Martha. Let's Find Out About Firemen. New York, New York: Franklin Watts, Inc. 1961. Grades K-3. D.O.T. 373. I-1.

Shapp, Martha and Charles. Let's Find Out About Policemen. New York, New York: Franklin Watts, Inc. 1962. Grades K-3. D.O.T. 375. A-2.

Slobodkin, Louis. Read About the Postman. New York, New York: Franklin Watts, Inc. 1966. Grades 3-12. D.O.T. 233. A-1.

Sootin, Laura. Let's Go to a Police Station. New York, New York: G. P. Putnam's Sons. 1957. Grades 1-3. D.O.T. 375. I-1.

Torbert, Floyd James. Policemen the World Over. New York, New York: Hasting House Publishing, Inc. 1965. Grades 4-6. D.O.T. 375. I-3.

Whaley, Henry F., and MacPherson, T. G. Find a Career in Law Enforcement. New York, New York: G. P. Putnam's Sons. 1961. Grades 7-12. D.O.T. 375. A-1.

Whittlesey, Susan. U. S. Peace Corps. New York, New York: Coward-McCann, Inc. 1963. Grades 6-10. D.O.T. 195. I-1.

Williams Barbara. I Know a Policeman. New York, New York: G. P. Putnam's Sons. 1966. Grades 1-3. D.O.T. 375. A-1.

Wolfe, Louis. Let's Go to a Weather Station. New York, New York: G. P. Putnam's Sons. 1959. Grades 2-4. D.O.T. 025. I-1.

Zaffo, George F. Your Police. Garden City, New York: Garden City Books (Doubleday). 1956. Grades K-3. D.O.T. 375. I-1.

RETAIL TRADE

Bendick, Jeanne. The First Book of Supermarkets. New York, New York: Franklin Watts, Inc. 1954. Grades 1-4. D.O.T. Industry. I-1.

Georgiady, Nicholas, and Romano, Louis. This is a Department Store. Chicago, Illinois: Follett Publishing Company. 1962. Grades 1-3. D.O.T. Industry. H-3.

Greene, Carla. I Want to be a Storekeeper. Chicago, Illinois: Childrens Press, Inc. 1958. Grades K-3. D.O.T. Industry. A-2.

SCHOOLS AND TEACHING

Buchheimer, Naomi. I Know a Teacher. New York, New York: G. P. Putnam's Sons. 1967. Grades K-3. D.O.T. 091. H-1.

Buchheimer, Naomi. Let's Go to School. New York, New York: G. P. Putnam's Sons. 1957. Grades K-3. D.O.T. 091. H-1.

Gelinas, Paul J. So You Want to be a Teacher. New York, New York: Harper & Row. 1965. Grades 10-up. D.O.T. 091. I-1.

Greene, Carla. I Want to be a Teacher. Chicago, Illinois: Childrens Press, Inc. 1957. Grades K-3. D.O.T. 091. A-1.

SCIENCE

Brindze, Ruth. All About Undersea Exploration. New York, New York: Random House, Inc. 1960. Grades 7-8. D.O.T. 349. H-2.

Esterer, Arnulf K. Your Career in Chemistry. New York, New York: Julian Messner Publications, Inc. 1964. Grades 7-12. D.O.T. 022. I-1.

Greene, Carla. I Want to be a Scientist. Chicago, Illinois: Childrens Press, Inc. 1961. Grades K-3. D.O.T. 029 and 049. A-2.

Lotspeich, William D. How Scientists Find Out. Boston Massachusetts: Little, Brown & Company. 1965. Grades 6-up. D.O.T. 029 and 049. B-3.

Nourse, Alan Edward. So You Want to be a Scientist. New York, New York: Harper & Row. 1960. Grades 10-up. D.O.T. 029 and 049. I-1.

Zarchy, Harry. What Does a Scientist Do? New York, New York: Dodd-Mead & Company. 1959. Grades 4-6. D.O.T. 029 and 049. I-1.

SERVICES

Dean, Lucille D. At the Dry Cleaners. Chicago, Illinois: Melmont Publishers, Inc. 1955. Grades 2-5. D.O.T. 363. H-1.

Dean, Lucille D. At the Laundry. Chicago, Illinois: Melmont Publishers, Inc. 1955. Grades 2-5. D.O.T. 361. H-1.

TRANSPORTATION

Bendick, Jeanne. The First Book of Automobiles. New York, New York: Franklin Watts, Inc. 1966. Grades 3-5. D.O.T. Industry. I-3.

Bethers, Ray. Perhaps I'll Be a Sailor. Aladdin Books (out of print). 1949. Grades 4-6. D.O.T. 368. H&I-2.

Chace, Haile H. About the Captain of a Ship. Chicago, Illinois: Melmont Publishers, Inc. 1959. Grades 1-5. D.O.T. 197. I-2.

Chace, Haile H. About the Pilot of a Plane. Chicago, Illinois: Melmont Publishers, Inc. 1959. Grades 1-5. D.O.T. 196. I-2.

Colby, Carroll B. Trucks on the Highway. New York, New York: Coward-McCann, Inc. 1964. Grades 5-7. D.O.T. Industry. H-1.

Colonius, Lillian. At the Airport. Chicago, Illinois: Melmont Publishers, Inc. 1953. Grades 1-3. D.O.T. Industry. H-1.

Cooke, David C. Behind the Scenes at an Airport. New York, New York: Dodd-Mead & Company. 1958. Grades 4-6. D.O.T. Industry. I-3.

Elting, Mary. Trains at Work. New York, New York: Harvey House, Inc. 1947. Grades 3-4. D.O.T. Industry. I-1.

Greene, Carla. A Trip on a Train. New York, New York: Lantern Press, Inc. 1956. Grades 1-4. D.O.T. Industry. A-3.

Greene, Carla. I Want to be a Bus Driver. Chicago, Illinois: Childrens Press, Inc. 1957. Grades K-3. D.O.T. 913. A-1.

Greene, Carla. I Want to be a Pilot. Chicago, Illinois: Childrens Press, Inc. 1957. Grades K-3. D.O.T. 196. A-1.

Greene, Carla. I Want to be a Space Pilot. Chicago, Illinois: Childrens Press, Inc. 1961. Grades K-3. D.O.T. 196. A-1.

Greene, Carla. I Want to be a Train Engineer. Chicago, Illinois: Childrens Press, Inc. 1956. Grades K-3. D.O.T. 910. A-2.

Greene, Carla. I Want to be an Airline Hostess. Chicago, Illinois: Childrens Press, Inc. 1960. Grades K-3. D.O.T. 352. A-1.

Greene, Carla. Railroad Engineers and Airplane Pilots. New York, New York: Harper & Row. 1964. Grades K-3. D.O.T. 910 and 196. I-1.

Johnson, Siddie Joe. About the Engineer of a Train. Chicago, Illinois: Melmont Publishers, Inc. 1962. Grades 1-5. D.O.T. 910. I-1.

Lent, Henry Bolles. Jet Pilot. New York, New York: McMillan Company. 1958. Grades 7-12. D.O.T. 196. A-1.

Lewellen, John Bryan. The True Book of Airports and Airplanes. Chicago, Illinois: Childrens Press, Inc. 1956. Grades K-4. D.O.T. Industry. I-2.

McCall, Edith S. How Airplanes Help Us. Chicago, Illinois: Benefic Press. 1961. Grades 2-4. D.O.T. Industry. H-1.

Meshauer, Leonard. You Visit a Steamship - Airport. Chicago, Illinois: Benefic Press. 1966. Grades 4-6. D.O.T. Industry. H-2.

Richter, Ed J. The Making of a Pilot. Philadelphia, Pennsylvania: Westminister Press. 1966. Grades 5-7. D.O.T. 196. B-1.

Sootin, Laura. Let's Go to an Airport. New York, New York: G. P. Putnam's Sons. 1957. Grades 4-7. D.O.T. Industry. H-2.

Talmadge, Marina, and Gilmore, Iris. Let's Go to a Truck Terminal. New York, New York: G. P. Putnam's Sons. 1964. Grades 2-4. D.O.T. Industry. I-1.

MISCELLANEOUS OCCUPATIONS

Greene, Carla. I Want to be a Baseball Player. Chicago, Illinois: Childrens Press, Inc. 1961. Grades K-3. D.O.T. 153. A-1.

Greene, Carla. I Want to be a Coal Miner. Chicago, Illinois: Childrens Press, Inc. 1957. Grades K-3. D.O.T. 850. A-2.

Greene, Carla. I Want to be a Homemaker. Chicago, Illinois: Childrens Press, Inc. 1961. Grades K-3. D.O.T. 096. A-1.

Greene, Carla. I Want to be a Musician. Chicago, Illinois: Childrens Press, Inc. 1962. Grades K-3. D.O.T. 152. A-2.

Hyde, Wayne. What Does a Diver Do? New York, New York: Dodd-Mead & Company. 1961. Grades 4-7. D.O.T. 899. I-1.

Lindsay, Sally. Let's Go to an Aquarium. New York, New York: G. P. Putnam's Sons. 1964. Grades 8-11. D.O.T. 356. I-2.

Nourse, William. So You Want to be a Lawyer. New York, New York: Harper & Row. 1959. Grades 10-up. D.O.T. 110. I-1.

Sootin, Laura. Let's Go to a Bank. New York, New York: G. P. Putnam's Sons. 1957. Grades 3-5. D.O.T. Industry. I-2.

GENERAL OCCUPATIONAL MATERIALS

Bova, Benjamin. The Uses of Space. New York, New York: Holt, Rinehart, Winston, Inc. 1965. Grades 5-8. I-1.

Ferris, Helen. Time of Discovering. New York, New York: Franklin Watts, Inc. 1961. Grades 7-9. A-1.

Gardner, Dic. Is My Job For You? New York, New York: John Day Co. 1962. Grades 7-9. H-1.

Lent, Henry Bolles. Men at Work in New England. New York, New York: G. P. Putnam's Sons. 1956. Grades 4-6. I-3.

Lent, Henry Bolles. Men at Work in the Great Lakes States. New York, New York: G. P. Putnam's Sons. 1958. Grades 4-6. I-3.

Lent, Henry Bolles. Men at Work in the South. New York, New York: G. P. Putnam's Sons. 1957. Grades 4-6. I-3.

Lent, Henry Bolles. Men at Work on the West Coast. New York, New York: G. P. Putnam's Sons. 1959. Grades 4-6. I-3.

McIntire, Alta, and Hill, W. Working Together. Chicago, Illinois: Follett Publishing Company. 1959. Grade 3. A-1.

Radlauer, Ruth Shaw. About Fathers at Work. Chicago, Illinois: Melmont Publishers, Inc. 1958. Grades 2-4. A-1.

Schwartz, Alvin. The Night Workers. New York, New York: E. P. Dutton & Company, Inc. 1966. Grades 2-4. I-1.

SELECTED OCCUPATIONAL INFORMATION FILMSTRIPS
FOR
GRADES THREE THROUGH EIGHT

The Selected List of Occupational Information Filmstrips was compiled by the Occupational Information Materials staff, with the cooperation of the Department of Learning Resources, principals, teachers, librarians, and publishers.

The filmstrips are listed alphabetically under occupational categories. Pertinent information, such as grade level, whether filmed in color or in black and white, publisher, publication date, and three-digit code number reference to the *Dictionary of Occupational Titles*, 1965 Edition, is included when available.

Entries for filmstrips which could be obtained from the Atlanta Public Schools Department of Audiovisual Education at the time of the survey are followed by an asterisk. The addresses of publishers are supplied at the end of the list.

The type of material code and the reviewers' recommendation, which are given as the final items in each filmstrip listing, are adapted from the National Vocational Guidance Association's *Guidelines to Preparation and Evaluation of Occupational Films*. An explanation of these classifications and ratings follows:

Type of Material Code:

A - Career Fiction
H - Business and Industrial Descriptive Literature
I - Occupational or Industrial Descriptive Literature
N - Other

Recommendation:

1 - Highly recommended (maximum adherence to NVGA Standards).
2 - Recommended (general adherence to NVGA Standards).
3 - Useful (because it is limited in scope, it does not meet NVGA Standards, but contains authentic, objective, timely, and helpful information).

AGRICULTURE

Living on a Farm. Grade 5. Color. Encyclopaedia Britannica Films, 1963. D.O.T. No. 421. I-1.*

Living on a Farm. Our Community Series. Grade 3. Color. Jam Handy, 1966. D.O.T. No. 421. H-1.

COMMUNICATION

The Motion Picture. Grade 7. Black and white. Young America Films, 1952. D.O.T. No. 962. I-1.*

Telephone for the Community. Grade 2. Encyclopaedia Britannica Films, 1960. Color. D.O.T. Industry. H-1.*

You and Your Newspaper. Grades 5-8. Color. Popular Science, 1953. D.O.T. No. 651. I-1

CONSTRUCTION

Building a House. Grade 2. Color. Curriculum Films (Curriculum Materials Corporation), 1960. D.O.T. No. 860. I-1.*

Housing in a Big City. Grade 6. Eye Gate House, 1958. D.O.T. No. 860. H-1.*

Men Who Build Our Houses. Shelter Series. Grades 1-3. Color. Encyclopaedia Britannica Films, 1955. D.O.T. No. 860. I-1.

FOOD PRODUCTION AND DISTRIBUTION

The Bakery. Grade 3. Color. Curriculum Materials Corporation, 1960. D.O.T. No. 526. I-1.*

Getting Food Ready for Market. Food Series. Grades 1-3. Color. Encyclopaedia Britannica Films, 1956. D.O.T. No. 529. H-1.

The Grocer. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1953. D.O.T. No. 290. H-1.

The Grocer. Our Neighborhood Helpers Series. Grades 1-3. Color. Jam Handy, 1966. D.O.T. No. 290. I-1.

The Milkman. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1959. D.O.T. No. 411. I-1.

The Milkman. Our Neighborhood Helpers Series. Grades 1-3. Color. Jam Handy, 1966. D.O.T. No. 411. I-1.

Our Dependence on Fishermen. Grade 5. Color. Curriculum Films (Curriculum Materials Corporation), 1951. D.O.T. No. 431. H-1.*

Our Food and Clothing. Our Community Series. Grades 1-3. Color. Jam Handy, 1966. D.O.T. No. 529 and D.O.T. No. 589. H-1.

Where Food Comes From. Food Series. Grades 1-3. Color. Encyclopaedia Britannica Films, 1956. D.O.T. No. 421. H-1.

Your Daily Bread. Grades 3-6. Color. American Bakers Association, 1957. D.O.T. No. 526. H-1.

LIBRARY WORK

The Librarian. Grades 2-3. Color. McGraw Hill Book Company, 1959. D.O.T. No. 100. I-1.*

The Librarian. Grades 2-3. Color. Jam Handy, 1956. D.O.T. No. 100. H-2.*

The Librarian. Community Services Series. Grades 1-3. Color. Encyclopaedia Britannica Films, 1955. D.O.T. No. 100. H-2.

MEDICINE AND HEALTH

The Dentist. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1959. D.O.T. No. 072. I-1.

The Doctor. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1953. D.O.T. No. 070. I-1.

Our Health Department. Community Services Series. Grades 1-3. Color. Encyclopaedia Britannica Films, 1955. D.O.T. No. 079. I-1.*

The School Nurse. School Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1957. D.O.T. No. 075. I-1.

PUBLIC SERVICE

Electricity for the Community. Our Public Utilities Series. Grades 1-3. Color. Encyclopaedia Britannica Films, 1960. D.O.T. No. 952. H-1.

Fire Department. Grade 2. Black and white. Popular Science, 1947. D.O.T. No. 373. A-1.*

The Fire House. Grade 2. Color. Curriculum Films (Curriculum Materials Corporation), 1958. D.O.T. No. 373. A-1.*

The Fireman. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1953. D.O.T. No. 373. I-1.

The Fireman. Our Neighborhood Helpers. Grades 1-3. Color. Jam Handy, 1956. D.O.T. No. 373. I-1.*

Fireman at Work. Grade 2. Color. Curriculum Films (Curriculum Materials Corporation), 1958. D.O.T. No. 373. A-1.*

Larry Helps the Police. Grade 2. Color. Curriculum Films (Curriculum Materials Corporation), 1958. D.O.T. No. 375. A-2.*

The Mailman. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1953. D.O.T. No. 233. I-1.

The Mailman. Our Neighborhood Helpers. Grades 1-3. Color. Jam Handy, 1966. D.O.T. No. 233. I-1.

Our Fire Department. Community Services Series. Grade 2. Color. Encyclopaedia Britannica Films, 1955. D.O.T. No. 373. I-1.*

Our Police Department. Community Services Series. Grades 1-3. Color Encyclopaedia Britannica Films, 1955. D.O.T. No. 375. I-1.*

Our Post Office. Community Services Series. Grade 2. Color. Encyclopaedia Britannica Films, 1955. D.O.T. No. 233. A-1.*

The Policeman. Our Neighborhood Helpers Series. Grade 2. Color. Jam Handy, 1956. D.O.T. No. 375. A-1.*

The Policeman. Community Helpers Series. Grades 1-3. McGraw Hill Book Company, 1953. D.O.T. No. 375. I-1.

Policeman and Fireman. Grade 2. International Visual Educational Service, Inc., 1960. D.O.T. No. 373. A-1.*

The Sanitation Department Crew. Community Helpers Series. Grade 2. Color. McGraw Hill Book Company, 1959. D.O.T. Industry. I-1.*

Story of Forests. Grades 5-7. American Forests Products Industries, 1949. D.O.T. No. 040. H-1.

Street Maintenance Crew. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1959. D.O.T. No. 899. I-1.*

Water for the Community. Grade 2. Encyclopaedia Britannica Films, 1950. D.O.T. No. 954. H-1.*

RETAIL TRADE

Mr. Storekeeper. Grades 2-3. Color. Your Lesson Plan Filmstrip, Inc., 1958. D.O.T. Industry. A-1.*

SCHOOLS AND TEACHING

The Custodian. School Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1957. D.O.T. No. 382. I-2.

The Principal. School Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1957. D.O.T. No. 091. I-2.

School Helpers. Grade 2. Color. Eye Gate House, Inc., 1959. D.O.T. No. 091. I-1.*

The Teacher. School Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1957. D.O.T. No. 092. I-2.

TRANSPORTATION

A Liner in Port. Grades 1-3. Color. Imperial Films, 1966. D.O.T. No. 911. I-1.

The Bus Driver. Community Helpers Series. Grades 1-3. Color. McGraw Hill Book Company, 1953. D.O.T. No. 913. I-1.

Our Dependence on Automotive Workers. Grade 5. Curriculum Films (Curriculum Materials Corporation), 1951. D.O.T. Industry. H-3.*

Our Dependence on Transportation Workers. Grades 5-7. Curriculum Films (Curriculum Materials Corporation), 1951. D.O.T. Industry. H-2.*

Public Transportation for the Community. Grades 2-3. Color. Encyclopaedia Britannica Films, 1960. D.O.T. No. 919. H-2.*

Railroads and the Food We Eat. Grade 5. Color. Association of American Railroads, 1948. D.O.T. No. 910. H-2.*

Service Station Attendant. Community Helpers Series. Grades 1-3. McGraw Hill Book Company, 1955. D.O.T. No. 915. I-1.

The Work Ships Do. Grades 1-3. Color. Imperial Films Company, 1964. D.O.T. No. 911. H-1.

MISCELLANEOUS OCCUPATIONS

The Banker. Grade 2. Color. Eye Gate House, Inc., 1957. D.O.T. Industry A-1.*

Jobs in Mathematics. Grades 6-10. Color. Popular Science, 1967. D.O.T. No. 020. I-1.*

Office Workers. Grade 2. Color. Curriculum Films (Curriculum Materials Corporation), 1960. D.O.T. No. 209. A-1.*

Our Dependence on Clothing Workers. Grade 5. Color. Curriculum Films (Curriculum Materials Corporation), 1951. D.O.T. Industry. H-2.*

Our Dependence on Oil Workers. Grade 5. Color. Curriculum Films (Curriculum Materials Corporation), 1951. D.O.T. No. 914. I-1.*

GENERAL OCCUPATIONAL INFORMATION

A Nation of Specialists. Grade 7. Color. Curriculum Films (Curriculum Materials Corporation), 1951. I-2.*

Big City Workers. Grade 6. Color. Eye Gate House, Inc., 1958. I-1.*

Business in the City. The City Community Series. Grades 1-3. Encyclopaedia Britannica Films, 1955. H-1.

Community Helpers. Grade 2. Color. Eye Gate House, Inc., 1954. A-2.*

Here is the City. The City Community Series. Grades K-3. Color. Encyclopaedia Britannica Films, 1955. H-1.

Neighborhood Workers. Grade 2. Color. Encyclopaedia Britannica Films, 1956. A-1.*

Our Job in School. Grades 2-3. Encyclopaedia Britannica Films, 1953. N-1.*

Playing Community Helpers. Grades K-3. Encyclopaedia Britannica Films, 1960. I-2.

Skills That Pay Off. Grades 5-9. Color. Popular Science, 1966. I-1.*

The Southeastern States. Grades 4-6. Color. Encyclopaedia Britannica Films, 1956. H-2.

Working in Our Community. The City Community Series. Grades 1-3. Color. Jam Handy, 1966. I-1.

Working in the City. The City Community Series. Grades 1-3. Color. Encyclopaedia Britannica Films, 1955. I-1.

* Obtainable from the Atlanta Public Schools Department of Learning Resources, Audiovisual Services, at the time of the survey.

PUBLISHERS

American Bakers Association, 20 North Wacker Drive, Chicago, Illinois 60606.

American Forests Products Industries, Inc., 1816 N. St. NW, Washington 6, D.C.

Association of American Railroads, Transportation Building, Washington, D.C. 20036.

Curriculum Films (Curriculum Materials Corporation), E. L. Kizziah Company, 107 E. 8th Avenue, Rome, Georgia 30161.

Encyclopaedia Britannica Films Inc., 1150 Wilmette Avenue, Wilmette, Illinois.

Eye Gate House, Inc., 2716 41st Avenue, Long Island City 1, New York.

Imperial Films, 321 S. Florida Avenue, Lakeland, Florida 33802.

International Visual Educational Service, Inc., 310 S. Racine Avenue, Chicago Illinois 60607.

Jam Handy Organization, 2821 East Grand Boulevard, Detroit, Michigan 48211.

McGraw-Hill Book Company, Text-Film Department, 330 W. 42nd Street, New York 36, New York.

Popular Science Publishing Company, Inc., 355 Lexington Avenue, New York, New York 10017.

Young America Films, Inc., 18 E. 41st Street, New York 17, New York.

Your Lesson Plan Filmstrip, Inc., Raleigh, North Carolina.

SELECTED OCCUPATIONAL MOTION PICTURES
FOR
GRADES THREE THROUGH EIGHT

The inventory of motion pictures was compiled by the staff of the Occupational Information Materials Project, with the cooperation of the Department of Learning Resources and the State Department of Education.

All the films listed here were available to teachers in the Atlanta Public Schools at the time of the survey. An asterisk follows entries for motion pictures which could be obtained from the Atlanta Department of Learning Resources; the remaining films could be borrowed from the State of Georgia Department of Education Film Library. Addresses of producers and publishers are given at the end of the list.

Titles of the motion pictures are grouped by occupational categroies, with relevant data reported when available. This includes grade level, length, production as related to sound and color, publisher or producer, publication date, and three-degit code number reference to the *Dictionary of Occupational Titles*, 1965 Edition.

The evaluators eliminated many films which presented obsolescent, unrealistic occupational information or pictured automobiles and clothes which children could identify as "out of style." Other motion pictures, although old, were included because they offered useful facts in an acceptable manner.

The type of material code and the reviewers' recommendations, which are given as the final items in each film listing, are adapted from the National Vocational Guidance Association's *Guidelines for Preparation and Evaluation of Occupational Films*. An explanation of these classifications and ratings follows:

TYPE OF MATERIAL CODE:

A - Career Fiction
M - Business and Industrial Descriptive Literature
I - Occupational or Industrial Descriptive Literature
X - Other

RECOMMENDATION:

1 - Highly recommended (maximum adherence to NVGA Standards).
2 - Recommended (general alherence to NVGA Standards).
3 - Useful (because it is limited in scope, it does not meet NVGA Standards, but contains authentic, objective, timely, and helpful information).

COMMUNICATIONS

Journalism. Grades 8-12. 11 minutes. Sound. Black and white. Vocational Guidance Films, Inc. 1940. Released by Carl F. Mahnke Productions. D.O.T. No. 132. I-3.*

Printing. Grades 8-12. 12 minutes. Sound. Black and white. Vocational Guidance Films, Inc. 1946. Released by Carl F. Mahnke Productions. D.O.T. No. 651. H-3.

Television: How It Works. Grades 8-12. 11 minutes. Sound. Black and white. Coronet Films. 1964. D.O.T. No. 159. H-2.*

Television In Your Community. Grades 6-8. 10 minutes. Sound. Black and white. Coronet Films. 1956. D.O.T. No. 159. H-3.

CONSTRUCTION

Building a Highway. Grades 1-3. 11 minutes. Sound. Black and white. Encyclopaedia Britannica Films, Inc. 1948. D.O.T. No. 852. H-3.*

Building a House. Grades 1-3. 11 minutes. Sound. Black and white. Encyclopaedia Britannica Films, Inc. D.O.T. No. 860. A-1.*

Careers in Building Trades. Grades 6-9. 11 minutes. Sound. Black and white. Coronet Films. 1956. D.O.T. No. 860-869. I-1.*

The New House: Where It Comes From. Grades 3-6. 12 minutes. Sound. Black and white. Coronet Films. 1955. D.O.T. No. 860. I-3.

Painting and Decorating. Grades 8-12. 11 minutes. Sound. Black and white. Vocational Guidance Films, Inc. 1945. Released by Carl F. Mahnke Productions. D.O.T. No. 840. I-1.*

FISHING INDUSTRY

For Love of Lobsters and Hoisters of Oysters. Grades 6-7. 9 minutes. Sound. Black and white. National Association of Manufacturers. D.O.T. No. 431. I-3.*

New England Fisherman. Grade 4. 10 minutes. Sound. Black and white. Encyclopaedia Britannica Films, Inc. 1938. D.O.T. No. 431. I-3.*

FOOD PRODUCTION AND DISTRIBUTION

Meat and Meat Packing. Grades 8-12. 20 minutes. Sound. Color. International Film Bureau. 1957. D.O.T. No. 413 and 525. I-1.

Meat From Range to Market. Grades 6-10. 10 minutes. Sound. Black and white. Encyclopaedia Britannica Films, Inc. 1955. D.O.T. No. 413 and 525. H-2.

Restaurant Operator. Grades 7-10. 11 minutes. Sound. Black and white. Vocational Guidance Films, Inc. 1946. Released by Carl F. Mahnke. D.O.T. Industry. H-3.*

MANUFACTURING

Furniture Craftsmen. Grades 8-12. 10 minutes. Sound. Black and white. Erpi. 1940. Released by Encyclopaedia Britannica Films, Inc. D.O.T. No. 763. I-1.*

Making Books. Grade 7. 11 minutes. Sound. Black and white. Encyclopaedia Britannica Films, Inc. 1947. D.O.T. No. 653. H-3.*

Making Cotton Clothes. Grades 4-7. 11 minutes. Sound. Black and white. Encyclopaedia Britannica Films, Inc. 1946. D.O.T. No. 781, 782, and 786. H-1.*

PUBLIC SERVICE

City Fire Fighters. Grades 2-3. 10 minutes. Sound. Black and white. Coronet Films. 1947. D.O.T. No. 373. I-2.*

The Fireman. Grade 2. 10 minutes. Sound. Color. Encyclopaedia Britannica Films, Inc. 1955. D.O.T. No. 373. I-1.*

Fireman - On Guard. Grades 2-3. 11 minutes. Sound. Color. Charles Cahill Corporation. 1963. D.O.T. No. 373. A-1.*

Mailman. Grades 2-3. 11 minutes. Sound. Color. Encyclopaedia Britannica Films, Inc. 1964. D.O.T. No. 233. I-1.*

Policemen. Grades 2-3. 11 minutes. Sound. Color. Encyclopaedia Britannica Films, Inc. 1953. D.O.T. No. 375. I-1.*

SCIENCE

Biology in Today's World. Grade 10. 11 minutes. Sound. Color. Coronet Films. 1962. D.O.T. No. 041. H-1.*

Career in Bacteriology. Grades 8-12. 20 minutes. Sound. Black and white. Indiana University Audio-Visual Department. 1957. D.O.T. No. 041. I-1.

Jobs in Atomic Energy. Grades 7-12. 10 minutes. Sound. Black and white. Handel Films. 1955. D.O.T. No. 023 and 710. I-3.

Man in Space. Grade 4. 32 minutes. Sound. Color. Walt Disney. 1955. D.O.T. No. 196. H-2.*

The Marine Biologist. Grades 7-9. 14 minutes. Sound. Color. Encyclopaedia Britannica Films, Inc. 1963. D.O.T. No. 041. I-1.*

SERVICES

The Bus Boy. Grades 7-12. 10 minutes. Sound. Color. Modern Learning Aids. 1966. D.O.T. No. 311. I-1.*

Laundering and Dry Cleaning. Grades 7-8. 10 minutes. Sound. Black and white. Vocational Guidance Films. 1946. Released by Carl F. Mahnke Productions. D.O.T. No. 361 and 363. I-3.*

Mr. Dish Machine Operator. Grades 7-12. 10 minutes. Sound. Color. Modern Learning Aids. 1967. D.O.T. No. 318. I-1.*

TRANSPORTATION

Airport in the Jet Age. Grades 4-8. 12 minutes. Sound. Color. Encyclopaedia Britannica Films, Inc. 1962. D.O.T. Industry. I-1.

Air Transportation. Grade 5. 11 minutes. Sound. Black and white. Vocational Guidance Films, Inc. 1946. Released by Carl F. Mahnke Productions. D.O.T. Industry. H-3.*

An Airplane Trip by Jet. Grade 4. 11 minutes. Sound. Color. Encyclopaedia Britannica Films, Inc. 1961. D.O.T. Industry. H-1.*

The Busy Airport. Grades 1-3. 11 minutes. Sound. Color. Coronet Films. 1963. D.O.T. Industry. H-1.*

The Busy Harbor. Grade 3. 11 minutes. Sound. Color. Coronet Films. 1960. D.O.T. Industry. H-1.*

Classroom Quiz A to Z on Railroads and Railroading. Grade 5. 10 minutes. Sound. Color. Dudley Pictures. D.O.T. Industry. H-2.*

MISCELLANEOUS OCCUPATIONS

Fred Meets a Bank. Grade 5. 14 minutes. Sound. Black and white. Coronet Films. 1963. D.O.T. No. 186 and 212. I-1.*

Life on a Sheep Ranch. Grades 3-8. 10 minutes. Sound. Black and white. Coronet Films. 1955. D.O.T. No. 413. H-3.

The Secretary: A Normal Day. Grades 7-12. 11 minutes. Sond. Black and white. Coronet Films. 1955. D.O.T. No. 201. I-2.*

Selling as a Career. Grades 8-12. 11 minutes. Sound. Black and white. Coronet Films. 1953. D.O.T. No. 260. I-2.*

Sheet Metal Worker. Grades 9-12. 11 minutes. Sound. Black and white. Vocational Guidance Films. 1942. Released by Carl F. Mahnke Productions. D.O.T. Industry. I-3.

GENERAL OCCUPATIONAL INFORMATION

Choosing Your Occupation. Grades 9-12. 10 minutes. Sound. Black and white. Coronet Films. 1959. H-3.*

Helpers in Our Community. Grades 2-3. 10 minutes. Sound. Color. Coronet Films. 1958. A-2.*

People Who Work at Night. Grades 3-6. 14 minutes. Sound. Film Associates of California. 1956. I-1.*

PRODUCERS AND PUBLISHERS

Charles Cahill Corporation, P. O. Box 3220, Hollywood, California 90028

Coronet Films, Coronet Building, Chicago, Illinois 60601

Walt Disney Productions, 350 South Buena Vista Street, Burbank, California 91503

Dudley Pictures, 9908 Santa Monica Boulevard, Beverly Hills, California

Encyclopaedia Britannica Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611

Film Associates of Claifornia, 11559 Santa Monica Boulevard, Los Angeles, California 90025

Handel Films, 6926 Melrose Avenue, Hollywood, California 90038

Indiana University, Audio-Visual Department, Bloomington Indiana 47401

Carl F. Mahnke Productions, 215 East Third Street, Des Moines, Iowa

Modern Learning Aids, 3 East 54th Street, New York, New York 10022

National Association of Manufactureres, Film Bureau, 2 East 48th Street, New York, New York 10017

Vocational Guidance Films, Inc., Des Moines, Iowa (see Carl F. Mahnke Productions)

OCCUPATIONAL SONGS FOR GRADES K-8

AGRICULTURE

"Come Along to the Cornfield," in *Music for Young Americans*. American Book Company, New York, New York. Grade 4.

"The Cowboy," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois Grade 8.

"The Cowboy," in *Discovering Music: Music for Young Americans*. American Book Company, New York, New York. Grade 2.

"Cowboys Life is a Dreary, Dreary Life," in *Songs of the Great American West*. The Macmillan Company, New York, New York.

"Driving the Tractor," in *Together We Sing*. Follett Publishing, Chicago, Illinois. Grade 2.

"The Farmer," in *New Music Horizons*. Sliver Burdette Company, Chicago, Illinois. Grade 2.

"The Farmer," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2.

"The Farmer Boy," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 4.

"The Farmer is the Man," in *Songs of the Great American West*. The Macmillan Company, New York, New York.

"Heave That Cotton," in *Music for Young Americans*. American Book Company, New York, New York. Grade 4.

"Home on the Range," in *Music for Young Americans*. American Book Company, New York, New York. Grade 5.

"I Wish I Were a Farmer," in *This is Music*. Allyn and Bacon, Bston, Massachusetts. Grade 1.

"Living on a Farm," in *This is Music*. Allyn and Bacon, Boston,Massachusetts. Grade 2

"My Farm," in *Together We Sing*. Follett Publishing Company, Chcago, Illinois. Grade 3.

"My Farm," in *New Music Horizons*. Silver Burdette Company, Chiago, Illinois. Grade 3.

"Rich Harvest," in *New Music Horizons*. Silver Burdette Company Chicago, Illinois. Grade 4.

"Sheep Shearing," in *Songs to Grow On*. William Sloane Associats, New York, New York.

"Sheep Shearing," in *Making Music Your Own*, Silver Burdette Company, Records That Teach, Morristown, New Jersey. Grade 2.

"Sheepshearing," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 3.

"The Tiller," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 5.

"Tilling the Soil," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 6.

"The Tractor," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 4.

"Wheatfields," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 5.

COMMUNICATIONS

"Telephone Song," in *Music for Young Americans*. American Book Company, New York, New York. Grade 1.

CONSTRUCTION

"Big Machines," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 1.

"Builders at Work," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2.

"Building a House," in *Music for Young Americans*. American Book Company, New York, New York. Grade 3.

"The Carpenter," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 3.

"The Carpenter," in *Making Music Your Own*. Silver Burdette Company, Chicago, Illinois. Grade 2.

"The Carpenter," in *Meeting Music*: *Music for Young Americans*. American Book Company, New York, New York. Grade 1.

"Carpenters," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2.

"Carpenters," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 2.

"Let's Build a Town," in *This is Music*. Allyn and Bacon, Boston, Massachusetts. Grade 2.

"Steam Shovel," in *Music for Young Americans*. American Book Company, New York, New York. Grade K.

"The Steam Shovel," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2

FISHERIES

"Fishing Boats," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 5.

"Food From the Sea," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 2.

"Paer Nelson, *The Fisherman*," in Together We Sing. Follett Publishing Company, Chicago, Illinois Grade 4.

FOOD PRODUCTION AND DISTRIBUTION

"The Baker," in *Meeting Music: Music for Young Americans*. American Book Company, New York, New York Grade 1.

"The Bakerman," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 1.

"The Cook," in *Making Music Your Own*. Silver Burdette Company, Records That Teach, Morristown, New Jersey. Grade 2.

"The Ice Cream Man," in *Our Singing World*. Ginn and Company, Chicago, Illinois. Grade 2.

"The Milkman," in *Meeting Music: Music for Young Americans*. American Book Company, New York, New York. Grade 1.

"The Milkman," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 1.

FORESTRY

"The Frozen Logger," in *Songs of the Great American West*. The Macmillan Company, New York, New York.

"The Lumberjack's Song," in *Music for Young Americans*. American Book Company, New York, New York. Grade 6

"Lumberman's Alphabet," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 5.

"Lumberman's Song," in *New Music Horizons* Silver Burdette Company, Chicago, Illinois. Grade 5.

GOVERNMENT

"The Ambassador," in *Making Music Your Own* Silver Burdette Company, Records That Teach, Morristown, New Jersey. Grade 3.

"Fire, Mister Fireman," in Music for Young Americans. American Book Company, New York, New York. Grade 2.

"The Fire Station," in Music for Young Americans. American Book Company, New York, New York. Grade 2.

"Fire Truck Song," in Music for Young Americans. American Book Company, New York, New York. Grade K.

"The Fireman," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 2.

"Here Comes the Postman," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 2.

"The Policeman," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 3.

"The Policeman," in This is Music Series. Allyn and Bacon, Boston, Massachusetts. Grade 1.

"The Postman," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 2.

"The Postman," in This is Music Series. Allyn and Bacon, Boston, Massachusetts. Grade 1.

"The Postman," in Music for Young Americans. American Book Company, New York, New York. Grade 3.

"The Traffic Policeman," in Meeting Music: Music for Young Americans. American Book Company, New York, New York. Grade 1.

MANUFACTURING

"Where Bread Comes From," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 3.

MEDICINE AND HEALTH

"The Dentist," in Meeting Music: Music for Young Americans. American Book Company, New York, New York. Grade 1.

"The Druggist," in Meeting Music: Music for Young Americans. American Book Company, New York, New York. Grade 1.

"For Health and Strength," in Making Music Your Own. Silver Burdette Company, Records That Teach, Morristown, New Jersey. Grade 3.

"The School Nurse," in Music for Young Americans. American Book Company, New York, New York. Grade 2.

MILITARY

"Fly to the Moon," in Discovering Music: Music for Young Americans. American Book Company, New York, New York.

"If I Were a Sailor," in Music for Young Americans. American Book Company, New York, New York. Grade 5.

"I'm Going to Join the Army," in American Folk Songs for Children. Doubleday and Company, Inc., Garden City, New Jersey.

"The Sailor," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 7.

MINING

"Down in a Coal Mine," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 5.

SERVICES

"At the Barber Shop," in This is Music. Allyn and Bacon, Boston, Massachusetts. Grade 1.

"At the Blacksmith," in Making Music Your Own. Silver Burdette Company, Records That Teach, Morristown, New Jersey. Grade 5.

"The Delivery Boy," in Music for Young Americans. American Book Company, New York, New York. Grade K.

"Department Store Elevator," in Music for Young Americans. American Book Company, New York, New York. Grade 2.

"The Gas Station," in Meeting Music: Music for Young Americans. American Book Company, New York, New York. Grade 1.

"The Gas Station Man," in Together We Sing. Follett Publishing Company, Chicago, Illinois. Grade 2.

"The Laundryman," in Music for Young Americans. American Book Company, New York, New York. Grade K.

"The Oil Station Man," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 3.

"Paper Boy," in Music for Young Americans. American Book Company, New York, New York. Grade 1.

"The Service Station," in Discovering Music: Music for Young Americans. American Book Company, New York, New York. Grade 2.

"The Shoemaker," in Making Music Your Own. Silver Burdette Company, Records That Teach, Morristown, New Jersey Grade 3.

3

TRANSPORTATION

"At the Airport," in Together We Sing. Follett Publishing Company, Chicago, Illinois. Grade 3.

"The Big Truck," in Music for Young Americans. American Book Company, New York, New York. Grade K.

"The Bus," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 3.

"Choo-Choo Train," in Music for Young Americans. American Book Company, New York, New York. Grade 1.

"Down by the Station," in Tom Glazer's Treasury of Folk Songs for the Family. Grosset and Dunlap, New York, New York.

"Down by the Station," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 1.

"Fly in the Sky," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 3.

"The Foghorn," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 3.

"Freight Boats," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 4.

"The Helicopter," in Music for Young Americans. American Book Company, New York, New York. Grade 1.

"Here We Go A-Riding on a Train," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 1.

"The Horn on the Bus," in Music for Young Americans. American Book Company, New York, New York. Grade K.

"In an Airplane," in Together We Sing. Follett Publishing Company, Chicago, Illinois. Grade 2.

"I've Been Working on the Railroad," in Songs to Grow On. Edward B. Marks Music Corporation, New York, New York.

"Jet Plane," in Discovering Music: Music for Young Americans. American Book Company, New York, New York. Grade 2.

"Little Ships," in Music for Young Americans. American Book Company, New York, New York. Grade K.

"The Night Express," in Music for Young Americans. American Book Company, New York, New York. Grade 1.

"On the Railroad Train," in New Music Horizons. Silver Burdette Company, Chicago, Illinois.

"Pat Works on the Railroad," in *Tom Glazer's Treasury of Folk Songs for the Family*. Grosset and Dunlap, New York, New York.

"The Railroad Train," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2.

"Same Train," in *This is Music*. Allyn and Bacon, Boston, Massachusetts. Grade 1.

"Ships in the Harbor," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2.

"Streamline Train," in *Music for Young Americans*. American Book Company, New York, New York. Grade K.

"Train Song," in *This is Music*. Allyn and Bacon, Boston, Massachusetts. Grade 1.

"Trains," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 3.

"Tugboats," in *Music for Young Americans*. American Book Company, New York, New York. Grade K.

"When the Train Comes Along," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade K.

WHOLESALE AND RETAIL TRADE

"At the Corner Store," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2.

"At the Market," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 6.

"Candy Shop," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 1.

"Going Through the Super Market," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 1.

"Let's Go Shopping," in *This is Music*. Allyn and Bacon, Boston, Massachusetts. Grade 2.

"Market Song," in *Together We Sing*. Follett Publishing Company, Chicago, Illinois. Grade 2.

"Shopping," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 2.

"To Market We Go," in *This is Music*. Allyn and Bacon, Boston, Massachusetts. Grade 2.

"We Farmers Go to Market," in *New Music Horizons*. Silver Burdette Company, Chicago, Illinois. Grade 3.

"Farmers Market," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 3.

GENERAL

"Busy People," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 2.

"The Commuters' Special," in Together We Sing. Follett Publishing Company, Chicago, Illinois. Grade 5.

"Drying Dishes," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 2.

"Find Work, My Daughter," in Music for Young Americans. American Book Company, New York, New York. Grade 6.

"Fun to Be a Helper," in Together We Sing. Follett Publishing Company, Chicago, Illinois. Grade 1.

"The Gardener," in Together We Sing. Follett Publishing Company, Chicago, Illinois. Grade 1.

"Hanging Out the Linen Clothes," in American Folk Songs for Children. Doubleday and Company, Inc., Garden City, New Jersey.

"Helpers," in Music for Young Americans. American Book Company, New York, New York. Grade 2.

"Helpers," in Discovering Music: Music for Young Americans. American Book Company, New York, New York. Grade 2.

"I Wish I Were," in Music for Young Americans. American Book Company, New York, New York. Grade 2.

"The Keeper," in Tom Glazer's Treasury of Folk Songs for the Family. Grosset and Dunlap, New York, New York.

"The Keeper," in Making Music Your Own. Silver Burdette Company, Records That Teach, Morristown, New Jersey. Grade 4.

"Men at Work," in New Music Horizons. Silver Burdette Company, Chicago, Illinois. Grade 6.

"My Father," in Together We Sing. Follett Publishing Company, Chicago, Illinois. Grade 2.

"There's Work to be Done," in Music for Young Americans. American Book Company, New York, New York. Grade 6.

"When I Am Big," in Music for Young Americans. American Book Company, New York, New York. Grade K.

"Work and Play," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 2.

"Workers in Our Town," in This is Music. Allyn and Bacon, Boston, Massachusetts. Grade 1.

"Working Day," in Our Singing World. Ginn and Company, Chicago, Illinois. Grade 2.

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American Folk Songs for Children, Doubleday and Company, Inc., Garden City, New Jersey.

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INTERPRETATION OF GUIDELINES

The evaluation of printed materials, filmstrips, and motion pictures follows closely a set of guidelines adapted from those used by the National Vocational Guidance Association in rating occupational materials.

Since materials developed for use in elementary schools would not be expected to exhibit the content requirements expressed in the NVGA guidelines, it was necessary to develop similar but more flexible standards. A copy of the original guidelines and a duplication of the rating card used by staff members are contained on subsequent pages.

The adapted schedule includes a Type of Material Code and Recommendation. The two items include the following subdivisions:

TYPE OF MATERIAL CODE:

A - Career Fiction
H - Business and Industrial Descriptive Literature
I - Occupational or Industrial Descriptive Literature
N - Other

RECOMMENDATION:

1 - Highly recommended (maximum adherence to NVGA Standards).
2 - Recommended (general adherence to NVGA Standards).
3 - Useful (because it is limited in scope, it does not meet NVGA Standards, but contains authentic, objective, timely, and helpful information).

EVALUATION OF OCCUPATIONAL INFORMATION MATERIALS

Evaluator ______________________ Date ______________________

School ______________________ Socio-Economic Level ______________

Title ______________________________

Author ______________ Publisher ______________ Date __________

Type of Material ______________ Grade Level Range ______________

Printed ______________ Audio-Visual ______________

RECOMMENDATIONS: 1. ______________________

2. ______________________

3. ______________________

Evaluator ______________________ Date ______________________

Grade Level Range ______________ School ______________________

Type of Material ______________________ Socio-Economic Level __________

FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIALS FOR PUPILS FROM VARIOUS SOCIO-ECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT

Atlanta Public Schools, Atlanta, Ga.
(September 1967)

Material Code:

A - Career Fiction
B - Biography
C - Occupational Monograph
D - Occupational Brief
E - Occupational Abstract
F - Occupational Guide
G - Job Series
H - Business and Industrial Descriptive Literature
I - Occupational or Industrial Descriptive Literature
J - Recruitment Literature
K - Poster or Chart
L - Article or Reprint
M - Community Survey Economic Report, Job Analysis
N - Other

Evaluation Code:

5 - Excellent
4 - Good
3 - Adequate
2 - Fair
1 - Poor

Criteria for Content:

1. Definition of the occupation ______________

2. History and development of the occupation including its social and economic relationship ______________

3. Nature of the work such as duties performed, tools or equipment used, relationships to other occupations, possible work settings and fields of specialization ______________

4. Requriements such as education and training, aptitudes, temperaments, interests, physical capacities and working conditions ______________

5. Special requirements such as licensure or certification imposed by law or official organizations ________
6. Methods of entering the occupation such as direct application, personal reference, examination, apprenticeship ________
7. Opportunities for experience and exploration through summer and part-time employment, work study programs, programs of the Armed Forces or voluntary agencies such as the Peace Corps, youth organizations and community services ________
8. Description of usual lines for advancement or of possibilities for transfer to related occupations either through seniority, experience, on-the-job or in-service training, additional education, and examinations ________
9. Employment outlook as suggested by trends likely to affect employment the next five, ten, or twenty years ________
10. Earnings, both beginning and average wage or salary according to setting, locality, and other significant factors as well as supplementary income and fringe benefits such as commissions, tips, overtime, bonuses, meals, housing, hospitalization, vacations, insurance, and retirement plans ________
11. Conditions of work and their implications for the individual's way of life, including where significant, daily and weekly time schedules, overtime, seasonality physical conditions such as travel required, setting-indoor or outdoor, noise, confusion, temperature, health hazards, and strength demands ________
12. Social and psychological factors such as work satisfaction, patterns of relationships with supervisors and other workers, and with unions, associations or other organizations in which membership may be required or desirable ________
13. Sources of additional information such as books, pamphlets, trade and professional journals, motion pictures, slides and other visual aids, pertinent literature provided by government agencies, unions, associations, schools, colleges and universities ________

Total . . . ________

Criteria for Style and Format:

1. Style should be clear, concise, interesting and adapted to the individual for whom the material is intended. ________
2. Publishers are encouraged to be creative and imiginative in presenting factual information in a stimulating fashion. The typography should be inviting. The total format pleasing and the illustrations should be of a

quality to enhance the effectiveness of the material and to make it appropriate for the age level for which it is planned. __________

3. Charts, graphs, or statistical tables should be properly titled and interpreted. Sources and dates of basic data should be given. __________

4. The occupational book or pamphlet should state specifically, the publisher, date of publication, the sponsoring organization, group or individual and the author. Information about the author's training and experience should be provided. Pages should be numbered in sequence and the price, when applicable, should be included. __________

5. The information should be kept up-to-date. Provision should be made for review and revision when the original publication is issued and new editions should state whether or not contents have been revised. Dates of original publications and of the data should be given on both first and revised editions. When information about wages and other data subject to relatively rapid change is used, date and source should be indicated. __________

Total . . . __________

APPENDIX B

ADVISORY COMMITTEE MEETINGS

Agendas

October 25, 1967

Welcome	Dr. John Martin Assistant Superintendent for Instruction
Introduction of Advisory Committee Members	

*****

Objectives of the Occupational Materials Project	Dr. Helen E. Cook
What Children Like to Do	Mrs. Sylvia Goodson
Occupational Materials	Mrs. Polly Conway
The Role of Research	Mr. Charles Dziuban
Discussion and Suggestions	Advisory Committee

*****

Adjournment

February 7, 1968

Welcome	Dr. John Martin Assistant Superintendent for Instruction
Summary of Activities	Dr. Helen E. Cook, Director Occupational Information
Analysis of Occupational Literature	Mr. Charles Dziuban Research Assistant
"The Law in Your Life"	Mrs. Polly Conway Materials Editor
Discussion and Suggestions	Advisory Committee

*****

Adjournment

(Advisory Committee Meeting Agendas, Cont.)

May 15, 1968

Welcome	Dr. John Martin Assistant Superintendent for Instruction
Summary of Activities	Dr. Helen E. Cook, Director Occupational Information
The CIG Pittsburgh Project	Mr. Charles Dziuban Research Assistant
"People at Work"	Mrs. Polly Conway Materials Editor Miss Janice Burrell Graphic Specialist
Occupational Interests	Mrs. Sylvia Goodson Guidance Specialist
Discussion and Suggestions	Advisory Committee

*****

Adjournment

OCCUPATIONAL INFORMATION MATERIALS
EVALUATION OF TAPED INTERVIEW

School ______________________ Date ______________

Grade ______________ Subject Area ________________

Number Participating: Boys _____ Girls _____

Name of Observer ________________

Occupation of Person Interviewed on Tape ________________

EVALUATION

1. Do you feel that this method of presenting occupational information has value for this class? Yes ____ No ____

2. Was the tape audible throughout the room? Yes ____ No ____

3. Were children attentive throughout the interview?

Degree of Attentiveness:

High	Med.	Low
5	4 3 2	1

4. Did children seem enthusiastic during discussion?

Degree of Enthusiasm:

High	Med.	Low
5	4 3 2	1

5. Do you feel that the material presented in this tape was adequate?

Degree of Adequacy:

High	Med.	Low
5	4 3 2	1

6. Please add your comments and suggestions.

OCCUPATIONAL INFORMATION MATERIALS

DISCUSSION OUTLINE FOR PRESENTATION OF TAPED INTERVIEWS

1. Did you like the idea of an interview with a worker?
2. How did you feel about the way the information was presented?
3. Were some parts of the interview more interesting than others?
4. What parts were most interesting to you?
5. What could have been done to make it more interesting to you?
6. Was the interview too long or too short?
7. How would you feel about hearing more of these interview tapes later on?
8. How would you feel about studying the occupation in class before hearing the taped interview?
9. Could you hear it clearly? Did you understand all of what they were saying?
10. Were there some words that were new to you that you did not understand? (If possible, let them tell you what the words were.)
11. Do you feel that pupils younger than you would enjoy this?
12. Would you have enjoyed it last year?
13. How do you feel about the job described in the interview?
14. Do you feel the same way about the job that you felt before hearing the interview?
15. If applicable: In what ways do you feel differently about the job?
16. Did you have some questions that were not answered? (Let them tell you what.)
17. At this point, ask some specific questions about the information presented in the interview to find out what important facts the pupils learned.

EVALUATION OF MUSICAL, DRAMATIC OR OTHER COMMUNITY RESOURCES PROGRAMS
Information for Title III

School ____________ Grade ____________ Subject Area ____________

Describe presentation (Include name of person or group ____________

____

Number in audience: boys ____________ girls ____________ adults ____________

PREPARATION OF CLASS (check one or more)

class discussion ____________
resource person ____________
student reports ____________
film ____________
film strip ____________
student reports ____
study outline ____________
other (please specify): ____________

EVALUATION (check appropriate blanks)

Interest stimulation: high ______, average ______, low ______.
Vocabulary: difficult ________, average ________, easy ______.
New ideas were presented: too fast ______, at acceptable rate ______, too slowly ___.
Is program commercial? no _______, yes _______, somewhat ________.
Could students see and hear well? no _________ yes _________

Rate educational value:

	High	Med	Low
as related to subject area or unit of study (circle one)	5	4 3 2	1
as related to grade level of students (circle one)	5	4 3 2	1

COMMENTS: ____________

____

FOLLOW-UP ACTIVITIES (check one or more)

class discussion ____________
student report ____________
art work ____________
creative drama ______
models ____________
reading ____________
test ____________
planned another trip ______
other (please specify ______

____

Teacher ____________ Date of report ____________

RETURN TO: Title III Office, Instructional Services Center

REV.III-17-11/67

THE LAW IN YOUR LIFE

The lawyer introduces himself--tells about his occupation in general--what kind of lawyer he is--length of experience. He emphasizes the years of training and study necessary to become a lawyer.

INTRODUCTION

Slide 1

The purpose of this presentation is to point out some ways in which the law can be related to your lives. It is hoped that you will recognize the fact that the law acts for the protection of your individual rights. At the same time, it is hoped that you will be aware that the freedom one has does not provide him with a license to do as he pleases. Rights are accompanied by responsibilities, and the two are often combined to work for the common good of all.

Slide 2

The Law in Your Life is produced by the Atlanta Public Schools in cooperation with the Atlanta Bar Association and the Sears Roebuck Foundation.

Slide 3

Graphics are by Eric, Atlanta Journal cartoonist.

YOUR NAME

Slide 4

The first glimpse of the law in your life will be in the form of a suggestion for your future. Now maybe you've never thought about it before, but by the time you graduate from high school, it's important that you decide on a legal or business name and really stick with it.

Slide 5

Let's just suppose your birth certificate says that you are Jerome Jackson Jones. Your friends call you Jerry. Your family calls you Jerome. Your teachers want to call you Jerome and you finally get around to asking them to call you Jerry so you won't feel so funny around your friends.

Slide 6

There's one thing sure, though. You can't use that name Jerry on your school records, and you can't use Jerry on your driver's license. (Pause)

Slide 7 Before you enter the business world, you should
decide on a legal name and use it consistently.
You'll need the same signature for all your business
records. If you were this Jerome Jackson Jones we
Slide 8 mentioned, your signature could be J. J. Jones, Jerome
Jackson Jones, Jerome J. Jones, or J. Jackson Jones.

Slide 9 In this computerized age in which we're living, your records may be a series of holes punched in a card. So if you happen to use J. J. Jones and there are several cards with the same name, how could you tell which is Jerome Jackson Jones? See how easily your records could become confused.

Records

Slide 10 Speaking of records--from the time of your birth
until your death is recorded, you are constantly
accumulating records. You already know how important
school records are. What they tell is pretty important to your future. But that's just the beginning.
Your collection of records will really tell a story.
Slide 11 What kinds of records? Well--all kinds--there are
doctors' records, perhaps hospital records; and some
of you already have, or will soon have, employment
and social security records. Your driver's license
Slide 12 is a record, too. (Pause) You may add a military
record. (Pause) Good or bad, you will establish a
Slide 13 credit record. (Pause) The marriage certificate
will be a legal record of your marriage. Whatever
you buy--a house or a car--will be accompanied by a
Slide 14 sales record. (Pause) Then perhaps late in your
life, there will be medicare. (Pause)

Slide 15 At any rate, there is a way to track down whatever kind of record about you that a person wishes to find. Whether you are Jerome Jackson Jones or even the son of a Mr. Rockefeller, your records can tell the story of your life. Your record is YOU.

PARTY CRASHING
A Prank or Crime?

Slide 16	John and his gang are bored and have nothing to do on
Slide 17	a moonlight night in the summer. So, they ride around to look for some action. They find it on a residential street in their section of the city. Jane Brown is having a party. Some of the guys know Jane. It looks
Slide 18	like a "swinging party," so they decide to see what's going on--to crash the party. (Pause) They are not
Slide 19	the only party crashers. There are some guys from another school who seem to want to cause trouble.
Slide 20	Before you know it there is a slight argument, then a fight.
Slide 21	Jane's parents are right on the scene. Jane's father asks the boys to leave. But the situation has become too involved for one man to handle.
Slide 22	So what do Jane's parents do? They call the police, of course--realizing that the trouble is being caused not by Jane's guests but by unknown party crashers. What happens? The law acts for the protection of Jane and her guests, and the party crashers are arrested on a charge of trespassing. The party crashers learn that--"if you are not invited to a party, then stay away and stay out of trouble."

Malicious Mischief

Slide 23	Malicious mischief can mean the willful and reckless damage or destruction of another's property. Some of these seemingly "little things" that people do for fun could be termed malicious mischief. They could also lead to serious consequences. Acts of malicious mischief can be the things that sound like pretty good pranks, but may turn out to be crimes.

Mailboxes

Slide 24

Let's take the act of blowing up or in any way tampering with mailboxes. Yes, you know what I mean. There is a lot of that going on in this city. It seems to be a "fun type" thing for those who do it, but it can lead to serious consequences.

Slide 25

Once a mailbox is installed, it comes under the jurisdiction of the Federal Government. U. S. officials are constantly checking out leads that very often result in locating the offenders who interfere with the U. S. mail. The act is a Federal offense.

Defacing or Damaging Property

Slide 26

Suppose someone got mad with the principal or somebody and let off steam by throwing rocks here and there. May be he didn't mean to break a school window. He wasn't even looking or aiming. Whether he intended it or not, he has damaged public property.

Slide 27

In the Atlanta public schools alone, damage totaling $70,000 a year is caused by window breakage. A whole class could vacation in Nassau for that amount. This act of vandalism is another example of malicious mischief and will lead to trouble.

Stealing Hubcaps

Slide 28

The person who has a new sports model car with wire hubcaps nees to post a permanent guard. Those fancy hubcaps are the prime target for the many offenders who go around stealing such items. They don't limit their "haul" to the fancy kinds, however, but are also satisfied with the plain conservative ones. Such thieves can and often do get into trouble.

Breaking Into Vending Machines

Slide 29

If a person can't get that soft drink or candy bar he wants on a Monday morning at his office or in the building where he works, the chances are that someone has broken into the vending machine. Nights and weekends seem the perfect time for such thievery, and law enforcement officers do not take the offense lightly.

Throwing Eggs
Slide 30

Suppose you were a mother hen and you saw your favorite egg being thrown at a passing car. Much to the dismay of our hen population, eggs are often misused in just such a fashion. It's a messy dirty trick--and, yes, it's malicious mischief.

Larceny
Slide 31

Larceny, including shoplifting, leads the list of offenses for which juveniles in the city are apprehended by authorities. Items stolen range from candy bars and bananas to records and radios. Shoplifting for "kicks" is treated seriously by Atlanta's juvenile authorities. They deplore the fact that the greater percentage of thefts--by comparison--are not committed because of need, but "just for fun."

Obscene Telephone Calls
Slide 32

The telephone is a necessary and miraculous convenience for most of us, but for many it has proved to be an instrument of fear. A simple device no bigger than a clothespin is making it possible for the telephone company to rid the city of this "telephone terror." The gadget makes it impossible for the obscene telephone caller, once he makes the call, to hang up or break the connection. As a result the victim can contact the police, and the offender is easily apprehended. During the first 10 months of 1967, use of the device led to 78 arrests in Georgia and about 35 convictions. Juvenile first offenders and mentally ill persons are not counted as convictions.

Racing Your Motor

Slide 33 Do you like the way your motor sounds when you step on the gas pedal--especially when you stop at a traffic light? While you're listening to the noise it makes as you race your motor--watch out for those pedestrians crossing the street. Some of them could be easily frightened. And, if a person just happened to fall and suffer an injury when your engine roars out--then you could be held liable for the consequences. The safest habit is to "idle" quietly when you have to stop.

YOU AND AUTOMOBILES

Slide 34 Now, what about you and automobiles? (Pause) How
much do you know about your responsibilities when you're
Slide 35 sitting in the driver's seat of your Dad's car - or maybe your own? You're already aware of laws related to speeding. You know how the law operates to protect people from speeding cars.

Let's see what Dick does when he comes face to face with
Slide 36 a problem. Dick asks for permission to use the family
Slide 37 car. Good ole Dad comes through. Dick drives by Joe's house to see if he won't join him for a show. Joe likes the looks of Dick's sporty model and asks to
Slide 38 drive. Dick says, "Sure, man - you'll like the way it
Slide 39 takes the curves." You may guess what happens. Joe has an accident - not a little one. The results will depend on a number of circumstances--almost too numerous to mention--and the case can become quite involved. It would be affected by the kind of insurance coverage Dick's father has. It just may not protect his friend since Joe was driving without the father's permission. The insurance premiums on the car could be increased as
Slide 40 a result of the accident. It can cause endless trouble
Slide 41 and lead to a lifetime of problems for Joe. To be on the safe side, "Drive your own car only."

AN ACCIDENT--WHAT TO DO

Slide 42

Suppose you have an accident when you are driving your car or a family car. Do you know exactly what to do? See if you can't make it a point to remember to do the following things:

Slide 43

1. Call the police or ask someone to call them and don't move the automobiles until the police arrive.

Slide 44

2. Get full name, home address, business address, home and business phone, and license number of the driver of each car involved. Remember, now, to get the full names.
3. Get full nume, addresses, and phone numbers of witnesses.

Slide 45

4. Make no admission of fault at the scene. You may think you were at fault when you really were not.

Slide 46

5. Notify your parents and your insurance company as soon as possible.
6. File a report of the accident on the form obtained from the Department of Public Safety or the State Patrol.

YOU AND THE POLICE

Slide 47

All of these things we've mentioned indicate ways in which someone may come face to face with the law in his life. You may be thinking that the policeman, or the law is just "out to get you," that he's looking for trouble.

Slide 48

Well, quite the opposite is true. The biggest job an officer has is to keep the peace, to keep trouble from happening. The law acts as a protector of your rights, and the police officer has the highly respected duty of seeing that your protection is guaranteed.

Along with your rights, you do have certain responsibilities.

For instance, suppose a police officer things you're speeding and stops you. What should you do?

Slide 49 First of all, be polite and businesslike. If he asks for your driver's license, you have an obligation to show it to him. Remember, too, that officers are sometimes attacked when approaching a car. Be courteous, respectful, and make sure he sees your hands as he approaches so that he will not get the wrong idea. You will find that he will be as courteous and respectful to you as you are to him.

Slide 50 And suppose you happen by when some trouble has occurred, like a big fight or maybe a robbery. The position you're in may indicate that you are involved, when actually you aren't.

You still need to give your name and address when an

Slide 51 officer asks for it. (It's natural to have the jitters when he approaches. Many people do--maybe butterflies, too.) Just remember that the policeman is your friend.

Slide 52 He will tell you that you have a right to remain silent--and you can. He will tell you that you have a right to make one telephone call, and he will inform you that you have the right to have a lawyer present before anyone questions you.

If your family has a lawyer, then you could call your family and have them contact your lawyer.

What happens if you don't know a lawyer or don't have

Slide 53 one? Then your best bet is to call 521-0777, the Lawyer Reference Service sponsored by the Atlanta Bar Association. It is located in Room 704, Fulton County Courthouse.

Slide 54 Now--what is the law in your life? It is the custom of conduct by which you and the people around you live. It is the set of rules by which you play this game of life in our modern society.

Law is not a set of "don'ts" dreamed up to make life more complicated. It is all of the "do's" and "don'ts" that make it possible for you to live together in harmony.

When you recognize the fact that you do have individual rights and when you realize the responsibilities that accompany them--then--you will appreciate and be fully aware of the law in your life.

THE LAW IN YOUR LIFE

Foreword

"The Law in Your Life" is a slide presentation depicting ways in which the law can be related to the lives of high school students. It will be shown by a member of the Atlanta Bar Association. The lawyer will be prepared to discuss questions that may arise during or after the showing of the slides.

"The Law in Your Life" is also the title of a booklet that will be used to supplement the slide presentation.

Because it may be difficult to fit the lawyer's visit into a definite place in the curriculum, a short unit has been planned, and suggestions for teacher preparation are attached.

The three day schedule would include the following:

First day - teacher preparation for lawyer's visit.

Second day - the lawyer's visit.

Third day - Discussion of the presentation. An evaluation by students of the lawyer's visit. Recommendation from teacher as to the overall effectiveness of the presentation and the place (if any) such planned visits have in the curriculum.

General Suggestions to the Teacher

1. Give background discussion of the bar association and the legal profession in the United States from facts contained in attached information sheets.

2. Inform students about the lawyer's visit to the classroom. Explain that this is to be no mere "look at a lawyer" type of situation. Reading the booklet, "The Law in Your Life," will indicate the type of problems the lawyer will present and may help the teacher initiate a discussion of the types of problems teenagers could face.

3. Students may be asked to bring up points of interest about the law in their lives. One or more persons may be asked to list the various items that students would like to ask the lawyer. Make up an agenda and present to lawyer when he arrives.

4. Teacher may use illustration to arouse interest or to give example of the type of points the lawyer will cover.

Example: Bill and Don had a difficult time in school this particular day. They are feeling "mad at the world." As they walk along the road they begin to pick up stones and throw them--initially at nothing in particular. But finally, one is thrown, hitting a car and breaking the windshield. Other than damaging the car, what do you think they have done? (If someone does not supply the answer, "Malicious Mischief," the teacher may provide the correct words.)

5. On the day following the lawyer's visit, the teacher is asked to have a classroom discussion and evaluation of his presentation. The evaluation may be either oral or written. The teacher is also asked to prepare a written evaluation of the effectiveness of the lawyer's presentation.

The Bar Association

What is a Bar Association?

A bar association is an organization composed of men and women who are engaged in practicing the profession of law. This organization enables lawyers to develop and maintain a spirit of public service and to more effectively render special types of public service.

The bar association can be influential in maintaining high educational standards to insure a learned profession, in maintaining high standards of character as a prerequisite of admission to practice, in formulating and maintaining high standards of ethical conduct in relations with both clients and courts. The public has--or should have--a deep interest in having well organized bar associations as part of the machinery of administering justice in the social and economic order.

The Colonial Period (1607-1776)

There were no bar associations during the time in our country's history known as the Colonial Period.

In Colonial New England a bar meeting meant a meeting of the lawyers admitted to practice in a county or district without formal organization. However, they considered themselves an organized body for maintaining and promoting the standards of the legal profession.

The organization thus formed resembled a bar association, but it was fundamentally different in that it was formed by and of the whole body of practicing lawyers. Its rules were finding upon all lawyers who practiced in the respective districts.

Membership in bar associations today is usually voluntary. Few lawyers, however, fail to become members of their city, state, county, and/or national bar association.

The Early Bar Associations

1. Discussion as to which is the oldest of the existing bar associations in the United States is pointless. Some endeavor to claim their origin in the bar meetings. However, a few of the earliest to be formed were the Bar Association of New Hampshire (1690); of Connecticut (1783); and of Vermont (1787).

2. The Bar Association of Georgia originated in 1883, after the Reconstruction Period. The Atlanta Bar Association was founded in 1888. The Lawyers Club of Atlanta, Inc., is not a bar association. It was formed in 1922 and continues in existence.

The American Bar Association

The objects of the American Bar Association, a voluntary association of lawyers of the United States founded in 1878, are "to uphold and defend the Constitution of the United States and maintain representative government; to advance the science of jurisprudence; to promote the administration of justice and the uniformity of legislation and of judicial decisions throughout the nation; to uphold the honor of the profession of law; to apply its knowledge and experience in the field of the law to the promotion of the public good; to encourage interchange of ideas among the members of the American Bar; and to correlate and promote such activities of the bar organizations in the nation and in the respective states as are within these objects, in the interest of the legal profession and of the public."

Through representation of state, territory, and local bar associations in the House of Delegates of the Association, as well as large membership from the Bar of each state and territory, the Association endeavors to reflect, so far as possible, the objectives of the organized Bar of the United States.

Evolution of the Legal Profession in the United States

Colonial Period (1607-1776)

In England lawyers had been unpopular as a class and were looked upon as instruments for enforcing inequities of the law. The colonists brought this attitude with them.

Early colonial era had no use for lawyers; the most important task was the clearing of the wilderness. Moreover, it was not uncommon for the colonial laws to allow litigants to plead their own causes; in fact, a Massachusetts law (1641) provided that should the litigant obtain someone to assist him in pleading his cause, that person was to receive "noe fee or reward for his paines." (Massachusetts Body of Liberties, 1641)

(Litigant is a party to a lawsuit. This term is used to name active parties, i.e. the party bringing the lawsuit or the party defending it.)

Certain groups were quite hostile toward the early lawyers. In New England the clergy maintained complete control over the courts. In New York, Maryland, and Virginia, powerful merchants, landowners and planters guarded their power by urging the enactment of legislation against attorneys.

The legal profession failed to develop in the colonial era because law was a rigid science which rarely touched the life of the people in any significant way. The Common Law was still encumbered with heavy Latin phrasing, causing the Puritans to see it as a "dark and knavish business." The great scarcity of books and the complete lack of law schools also contributed to the failure of the profession to develop.

Emergence (1700-1775)

Commerce, exporting, ship building, fishing, and slave trading grew in importance and gave birth to problems involving business, money, land rights, wills and political liberty. These problems required the services of a lawyer.

The growing need for lawyers at first was satisfied by attorneys brought from England. Soon, however, young men from the Colonies began going abroad to attend law school and to return to practice in the Colonies. They became the spokesmen and writers for the people when the struggle for independence began. In the Second Continental Congress, which declared independence from England, 26 of the 56 delegates were men of legal training. In the Constitutional Convention of 1787, 33 of the 55 members were lawyers!

Post-Revolutionary Era

Three factors obstructed the progress of the bench and bar during the period following the Revolution. They were:

1. dislike of lawyers as a class;
2. bitter feeling against English common law; and
3. lack of a distinct body of American law.

Many of the best lawyers had been Royalists and had left the country. Other good lawyers were actively engaged in politics or were in the army, thus leaving the actual practice to men of lesser ability. Moreover, the chief legal work after the Revolution consisted of the collection of debts and the enforcement of contracts on behalf of Royalists injured by the war.

Many people felt that English law was effective no longer; they were antagonistic to everything British.

Nineteenth Century

The War of 1812 exercised great influence on legal history. The effect of this war was to stimulate construction, invention, communication, and transportation. It also cut the legal profession off from its supply of English reports and books, thus forcing the development of American legal solutions.

Increasing industrialization, the advent of the railroads, settlement of the west, new political trends, immigration, Civil War, the reconstruction period, and the opening of foreign markets served to change the nature of the practice of law.

Legal Education

1. There were no law schools in the country until the closing years of the eighteenth century. The colonial lawyer either went to England to study or undertook one of two types of apprenticeship:

    a. He became a copyist or assistant in the office of a clerk of the court. In this way, the lawyer-to-be picked up scraps of knowledge and borrowed whatever books he could. This type of training produced technically well-educated lawyers.

    b. He entered the office of a leading member of the Bar and there absorbed the principles of the law. The student usually paid the lawyer a fee of $100 to $500 for the privilege of working in his office.

2. By the late 1770's the legal profession began to formulate rules for the study of law, thus paving the way for the establishment of law schools. The College of William and Mary in Virginia founded the first professorship in law in 1779. In addition, by the end of the eighteenth century many private schools had opened to teach the profession of law.

These schools were like elaborate law offices; they either formed connections with colleges or disappeared by the 1850's.

The first professional school in law was opened in 1817 at Harvard, but professional schools didn't replace the private school or apprenticeship until the late 1800's.

3. After a century of experimentation, law schools came to be accepted as the logical method of preparation for practice. Soon, as undergraduate degrees were required for admission to these schools, the course of study was fixed at three years beyond the undergraduate degree and law degrees were granted.

INTERVIEW WITH FIFTH GRADE BOY FROM LOWER SOCIO-ECONOMIC LEVEL SCHOOL

The following interview took place after a preliminary conversation in which the purpose of the interview and the function of the tape recorder were explained to the pupil. At the conclusion of the interview, a section of the tape was played back so the child could hear his voice.

Names of individuals, places of employment, and other identifying details have been changed to maintain anonymity.

C: When school is out in the afternoon, what do you usually do?

P: I--first I go home and get my homework, and then if it's not raining I skate.

C: Uh huh.

P: And then my mother call me in and I eat. And then I stay in 'cause it be getting dark by this time.

C: Yes. Do you ever look at television?

P: Yes. She call — when she calls me in and I gotta eat I look at television.

C: What's your favorite television program?

P: Well, uh, the Wild, Wild West on Channel 17. . . and the Flintstones.

C: Do you like to read the funny papers?

P: Yes.

C: What's your favorite funny paper?

P: Uh--Snuffy.

C: Snuffy?

P: Snuffy Smith.

C: Uh huh, uh huh. When you're going home from school in the afternoons or when you're coming to school in the mornings, what are some kinds of work or jobs that you have seen people doing?

P: Uh, uh when I get on the bus and I pass down there I see the men be working on this building down there and when I come in I see the, uh, manager, he be working on the door and sweeping.

C: Uh huh.

P: And the children be riding the bus, and the--and, and I see--when we pass by the store at the corner, I see the ladies working cash register.

C: Uh huh.

P: I think that's just about all.

C: Well, those are many different kinds of work.

P: Yes.

C: How about the people who live around you--your neighbors. Do they ever tell you what kind of work they do?

P: Yes.

C: Uh huh.

P: The man next door to me, he work at Rich's and the man up over me, he work at the Steel Plant and my father's friend, uh, he work at the Post Office and at night he work at the hospital as an orderly.

C: He's got two job then, hasn't he?

P: Yes. And the man up the street, he work at--I don't know the name of it, but they make cabinets. And the man next door, he works at the train station and the man next door to him he work at the Steel Plant, too.

C: Uh huh.

P: And I think, I think that's about all.

C: Uh huh. How about your family?

P: Well, my father, he work at Rich's and he work at the hospital, too.

C: Uh huh.

P: And sometimes he wait on people.

C: Yes. How about your mother, does she work?

P: No.

C: Do you have any other brothers and sisters?

P: Yes. I have one in the third grade and one in nursery school.

C: So they're younger than you, aren't they? Does the third grader come to this school, too?

P: Yes.

C: Uh huh. Uh, have you ever though about some kinds of work you might like to do when you grow up?

P: Yes. I want to be a lawyer.

C: What all do lawyers do?

P: Well, they help--sometimes they help innocent people get out of trouble or something like that.

C: Uh huh.

P: And, and, uh, and I think they help people who be doing wrong or somebody says they do wrong. And, uh, they help people get divorces and all that. And that's about all I can remember.

C: Uh hun. Do you know anybody who's a lawyer?

P: Yes.

C: Have you ever talked with them about being one?

P: Yes. Well, my cousin, he's a lawyer. And my other cousin, he's studying to be a lawyer.

C: Uh huh. Do you think that's a good idea--for you to be a lawyer?

P: Yes.

C: What all do you have to do before you can be a lawyer?

P: First you have to get a high school education and elementary school education and be in college and get a college diploma. And then you going to study the law, and then when you are ready to be a lawyer--you be a lawyer.

C: Uh huh, uh huh.

P: And help other people.

C: Have you talked with your mother and daddy about being a lawyer?

P: Yes.

C: How do they feel about it?

P: She say she was real proud of me. And my father, he say he was, too.

C: Uh huh, uh huh.

P: So that's what I want to be--a lawyer.

C: Uh huh. How long does a lawyer's job last?

P: I don't--I don't too particularly know.

C: Could he work all his life as a lawyer if he wanted to?

P: I think so.

C: Yes, he could. How about other people? How long do their job usually last?

P: If the company don't go out of business they could work how long they want to, too--'til they retire.

C: Uh huh. Can you tell me why people work?

P: Well, to support their family and get meat and send their children to school.

C: Uh huh, uh huh.

P: And they, uh, help pay their house note--and, and pay up all their bills and sometimes, uh, pay their loan companies.

C: Uh huh, uh huh. Where do most people look when they want a job?

P: Well, (pause) I don't know.

C: Uh huh. Is there any kind of work that you know you don't want to do when you get grown?

P: Yes.

C: Like what?

P: Like building houses and buildings.

C: Uh huh. Where do most peole learn how to do their job?

P: First they uh, when they--they have to go to college, and when they get out of college they give them a diploma and they go to school and they learn--they learn how to work. They be getting ready to work and they have to know these different particular things in order to work.

C: Uh huh, uh huh. When you are playing with the other boys and girls you know, what are the kinds of games or kinds of things you like to play?

P: Well, in the summer we play baseball mostly, and in the winter we play football, and during the spring and fall we play kickball--and in summer time we play twenty bug, tag, and all sorts of things.

C: Do you sometimes like to sit down and read?

P: Yes.

C: What do you like to read?

P: Fairy--fairy tales. That's what I like to read.

C: Have you ever read a book about jobs and different kinds of occupations?

P: No. I don't think so.

C: Uh huh, uh huh.

INTERVIEW WITH THIRD GRADE GIRL FROM LOWER SOCIO-ECONOMIC LEVEL SCHOOL

The following interview took place after a preliminary conversation in which the purpose of the interview and the function of the tape recorder were explained to the pupil. At the conclusion of the interview, a section of the tape was played back so the child could hear her voice.

Names of individuals, places of employment, and other identifying details have been changed to maintain anonymity.

C: In the afternoon after school is out, what do you usually do?

P: I go, this nursery lady she comes and picks me up.

C: Do you stay there after school?

P: Uh huh.

C: Does somebody come and pick you up?

P: Sometimes my mama calls me and tells me to come and then sometimes she comes after me when she has to pay her.

C: Uh huh. Is the nursery close to where you live?

P: Uh huh. Right across the street.

C: Oh, that's nice. Does mother work, too?

P: Yes, ma'am.

C: What does she do?

P: Uh--she uh, she works at Smith's Bakery. She makes cookies.

C: Uh huh. Does she ever tell you about her work?

P: Sometimes she brings me home some cakes and all.

C: That's nice, isn't it? What do you usually do on Saturdays?

P: Sometimes, this Saturday mama's gonna go get my Christmas tree.

C: Yes. What did you do last Saturday?

P: I went to my daddy's.

C: Uh huh. Where does he live?

P: In Decatur.

C: Uh huh. Do you like to go over there?

P: Uh huh.

C: What does daddy do?

P: He sells hardware.

C: Does he ever let you help him?

P: Sometimes he lets me go with him to pick up things and all.

C: What do you usually do in the summertime?

P: Go to my daddy's.

C: Do you stay there all summer?

P: No, mama just lets me stay part of the day and then she takes me somewhere.

C: Where did she take you last summer?

P: (Long pause) Last summer she didn't take me nowhere. She just kept me at home to try to clean the house up.

C: Uh huh. Do you ever help her clean the house up?

P: Sometimes, when I want to.

C: Uh huh. When you go to nursery school in the afternoons, do you ever notice people working there. What are some of the things you see people doing?

P: Sometimes this girl named Mary, she--yesterday she burned some trash.

C: What else have you seen folks doing?

P: And I saw Suzie changing some baby.

C: Uh huh.

P: And I saw Miss Jones, she, uh was helping the kids put on their clothes.

C: Uh huh. Do you ever notice people working on your way to nursery school while they're taking you over there?

P: (Long pause)

C: How about policemen? Do you see any policemen on the street?

P: Sometimes this police lady, you know she stops in the street and helps the people across the street.

C: Uh huh. Do you see anybody else working? How about around the school? What kinds of work have you seen?

P: Sometimes we can go to the window and look out. When I was in the second grade, we could see people on the other side of the street cutting grass.

C: Uh huh. Do you ever watch television?

P: On Saturdays I watch cartoons.

C: What is your favorite program?

P: Casper.

C: Casper, Uh huh. What do you usually play when you're with other children?

P: When I'm at the nursery we sometimes play school and mama and daddy's.

C: What do you like to do more than anything else, if you could do what you wanted to do right this minute, what would you do?

P: (Long pause) Go home and play dolls.

C: What's the name of your doll, your favorite doll?

P: (Long pause) Uh, she hasn't got a name.

C: Hasn't she. Is she a baby doll or young lady doll?

P: She's (pause) she is a doll but she's just not as big as me but she's almost as big as me.

C: Oh she's a big doll then, isn't she? What kinds of games do you like to play?

P: Sometimes when I go to stay with this lady till the nursery lady get to the nursery, I play cards.

C: Uh huh. Do you like to read?

P: Uh huh.

C: What kinds of things do you like to read?

P: I like to read about poems and stories that are interesting.

C: Uh huh, uh huh. Do any people in your family, besides mother and daddy, ever tell you about the kinds of work they do? What they do for their job.

P: My sister, uh, she--her--her husband one time he took us--me, Joanie, Mary to where my sister works and uh one time a women told us--said she wished that she was a secretary that she tried to be a secretary.

C: How could she have learned to be a secretary?

P: I don't know.

C: Would she go to school to learn?

P: Uh huh.

C: Do you know just what a secretary does?

P: No.

C: Where does your sister work?

P: She works at the gas company.

C: Has she ever told you the different things she does during the day?

P: No.

C: Have you ever thought about some kinds of work that you might like to do when you grow up?

P: Uh huh.

C: What?

P: I thought that I could be a nurse and help the people when they get sick.

C: What all does a nurse do?

P: Helps the people get well and gives them some pills so they'll get well, medicine.

C: How does she get to be a nurse?

P: First she has to go to school and college and then she has to be a nurse's aide and then she becomes a real nurse.

C: Have you ever talked to mother about being a nurse?

P: Uh, she wanted to be a nurse but her daddy wouldn't let her.

C: Uh huh. I wonder why?

P: I don't know. She's got a book about nurses 'cept I don't know what it tells you, but it's about nurses and doctors.

C: Uh huh. Have you ever talked to daddy about being a nurse?

P: Uh huh.

C: Have you ever talked with your teachers?

P: Uh huh.

C: Have you ever read a book about it?

P: I read just one about a doctor and a nurse.

C: Did you get it here at school?

P: Uh huh.

C: Maybe the library would have some other books about nurses and doctors if you would ask the librarian. Have you ever thought about any kind of work that you would not like to do?

P: (Long pause) No.

C: Do you know why people work? Why your mother goes to work everyday?

P: So that they'll have money to buy stuff.

Countdown to the 70's

Occupational Information*

September

- Health Careers
  - The Hospital Team (2 programs)
  - Public Health
  - Dental Health

October

- Education (2 programs)
- Aircraft Manufacturing
- Apprenticeship

November

- Banking
- Marketing (Retail and Wholesale Trade)
- Petroleum (Service Station)

December

- Transportation
  - Air
  - Railroad
  - Bus (Local and Long Distance)
  - Taxi
  - Trucking

January

- Communications
  - Telephone and Telegraph
  - Radio Operators
- Aerospace
- Engineering
- Armed Forces
- Construction

February

- Publishing
  - Newspapers
- Textile Manufacturing
- Printing

March

- Food Service
- Postal Service
- Law Enforcement
- Law

April

- Performing Arts (2 programs)
- Iron and Steel
- Government Services
- Auto Manufacturing

May

- Social Service
- Cosmetology and Barbering
- Recreation (2 programs)

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* Tentative

Countdown to the 70's

Study Guide

The Hospital Team

Lesson I - Tuesday, September 3, 1968
Thursday, September 5, 1968

Purpose: The purpose of the program is to present the work of the following selected members of the hospital team: ambulance driver, emergency room nurse, nurse aide, physician, x-ray technologist, and attendant.

Concept highlighted: Each member of the hospital team performs a valuable function working interdependently with others to prevent or relieve suffering.

Before the program:

1. List on a chalkboard the members of the hospital team.
2. Collect or draw pictures illustrating the work within the hospital.
3. Make a display of pictures of members and settings in which they work.

During the program:

The work of the hospital team will be discussed and illustrated. Views of the work settings at Grady Hospital will be presented.

After the program:

1. Discuss the work of the members of the hospital team that you viewed. How do their jobs differ and how are they alike?
2. What kinds of training do you think are required for each of the jobs you viewed?
3. Will these people be needed more, less, or about the same in the 70's?
4. What kind of person do you think would succeed on the hospital team?
5. How do you feel about the jobs that were included in the program?

A VALIDITY STUDY:
SRA WHAT I LIKE TO DO

Much attention has been given in recent years to the disparity in life styles between "disadvantaged" and "middle class" children. Studies (Horton and Crump, 1962; Boger, 1952; Feldman and Weiner, 1964) have indicated that norms based on predominantly middle class subjects are not appropriate for disadvantaged subjects. In light of this fact, a study was undertaken in conjunction with a project entitled Formulation of Models for Preparing Occupational Materials for Pupils from Various Socio-Economic Levels in Grades Three Through Eight. The materials produced by the project are in part aimed at students (Ss) from disadvantaged homes. The project staff will ultimately develop paradigms for the preparation and presentation of occupational information at the elementary school level. Before the development of materials could begin, an empirical description of the Ss being involved was needed.

One aspect of the empirical base was a survey of Ss interests as measured by the What I Like To Do inventory (Thorpe, Meyers, and Bonsall, 1954). The published norms, developed on 3803 urban and rural pupils, represented nine geographic regions in the United States (Bonsall, Meyers, and Thorpe, 1954, p. 12). This study investigated performance of educationally disadvantaged Ss to determine if they responded similarly to the published norms on the eight scales: (1) Art, (2) Music, (3) Social Studies, (4) Active Play, (5) Quiet Play, (6) Manual Arts, (7) Home Arts, and (8) Science.

Method

The inventory was administered to 223 Ss in grades four through seven in schools in disadvantaged areas during November, 1967. The Ss were tested in groups of 15 to 20 and all were provided ample time to complete the inventory. Administration time ranged from thirty to forty minutes.

The means of the disadvantaged Ss were compared with the published norms and their scale scores factor analyzed. Unity was utilized in the diagonals of the correlation matrix. The analysis, using the BMDO3M Factor Analysis computer program, yielded eight factors which were rotated through six iterative cycles.

Results and Discussion

The disadvantaged Ss obtained consistently higher scale scores on the What I Like To Do inventory than did the norm group (see Table I). All 16 means of the disadvantaged Ss appeared higher than the published norms. Nine of the differences were significant (p .05).

The pattern of significant differences suggests that lack of knowledge concerning the items on specific scales may have resulted in high means on those scales. A "yes" response set appeared to affect the Ss responses. High scores across both sexes on three scales (Art, Music, and Quiet Play) may have resulted from the Ss unfamiliarity with items on those scales. Two scales (Social Studies and Science) which correlated highly ($r = .81$) generally contain items most familiar to boys. In this data only the girls differed from the norms on these scales. The reverse held true for the scale (Home Arts) with which the boys are least familiar.

Table II presents the rotated factor matrix of the eight scales of the inventory. Each factor contained a single variable which loads above .7. Only the first factor had more than one variable which loaded above .4. An examination of the second highest variables on each factor illustrates the similarity between the norm group and the disadvantaged respondants. Factors 1 and 8 (Science and Social Studies), factors 4 and 6 (Art and Music), and factors 5 and 7 (Manual Arts and Quiet Play) "pair up" in that the first and second highest loadings are common but reversed within the pair. The correlations between the scales most highly loaded on those factors are the greatest in the correlation matrix describing the norm group.

TABLE I

MEANS, STANDARD DEVIATIONS, AND VALUES OF t

	BOYS					GIRLS				
	MEAN		SD			MEAN		SD		
	Subjects (N=109)	Norms (N=67)	Subjects	Norms	t-Value	Subjects (N=114)	Norms (N=78)	Subjects	Norms	t-Value
Art	17.5	13.1	5.8	6.5	4.65 *	20.6	17.3	5.2	4.8	4.49 *
Music	15.8	10.6	6.3	6.1	5.40 *	20.6	17.2	5.6	11.7	2.70 *
Social Studies	28.8	26.2	11.2	10.5	1.52	32.2	23.6	8.6	10.2	6.31 *
Active Play	28.3	28.2	7.1	6.8	0.01	24.7	24.6	7.1	6.6	0.08
Quiet Play	22.3	19.1	6.3	6.8	3.20 *	23.3	19.8	6.2	6.4	3.83 *
Manual Arts	16.0	15.2	6.8	6.4	0.78	13.1	12.0	6.5	6.3	1.15
Home Arts	15.5	12.7	7.6	8.6	2.27 *	20.9	20.1	6.4	5.6	0.86
Science	45.4	43.6	17.2	17.8	0.07	47.5	37.1	15.0	16.3	4.58 *

* $p > .05$

TABLE II

FACTOR LOADINGS AFTER ROTATION (decimals omitted)

SCALE	Factor Loadings 1	2	3	4	5	6	7	8
Art	20	15	20	84*	18	32	15	20
Music	21	09	26	31	09	85*	16	18
Social Studies	47	15	20	31	13	28	18	70*
Active Play	17	91*	11	12	27	08	17	09
Quiet Play	23	35	30	21	31	25	71*	18
Manual Arts	21	36	22	17	83*	09	20	09
Home Arts	19	13	88*	18	20	24	18	13
Science	83*	22	21	19	22	21	16	25

N = 223 * Factor Loadings > .50

These results are singificant in that, while the disadvantaged Ss received higher scores, the manifest interests were in consonance with the national norms. In the case of each factor, one of the inventory's scale scores emerged as contributing decisively more to that factor than any other scale score.

Conclusions

It is concluded that the instrument does adequately sample interest levels of disadvantaged children in grades four through seven. Secondly, it is concluded that while there is a difference in the level of response on each scale, there is no significant discrepancy in the interaction of interests of disadvantaged pupils and those of the norm group. It appears that in spite of mean differences, the What I Like To Do scale scores are as appropriate for disadvantaged Ss as they are for advantaged children.

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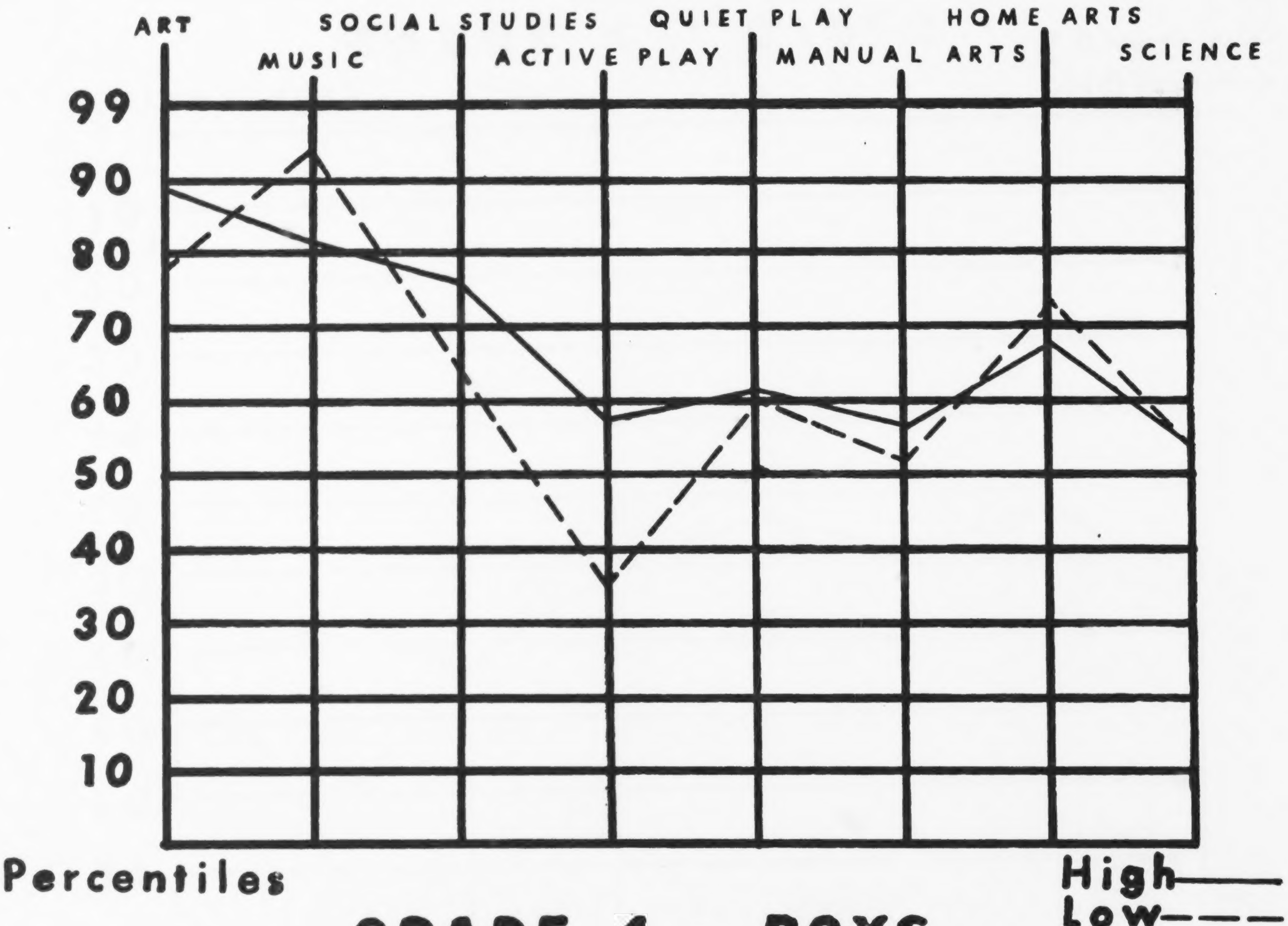
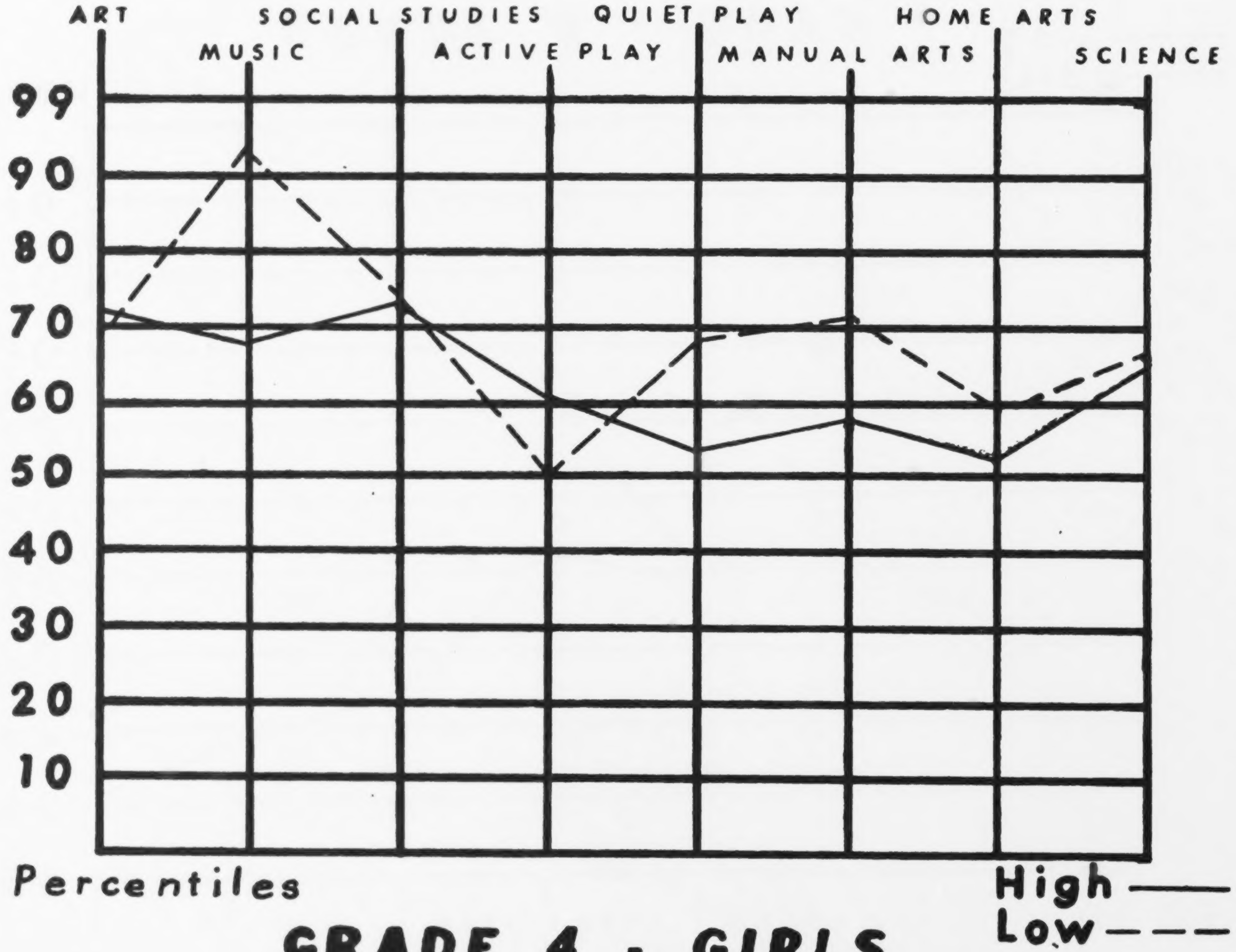


GRADE 4 - BOYS

SRA What I Like To Do Inventory



GRADE 4 - GIRLS

SRA What I Like To Do Inventory

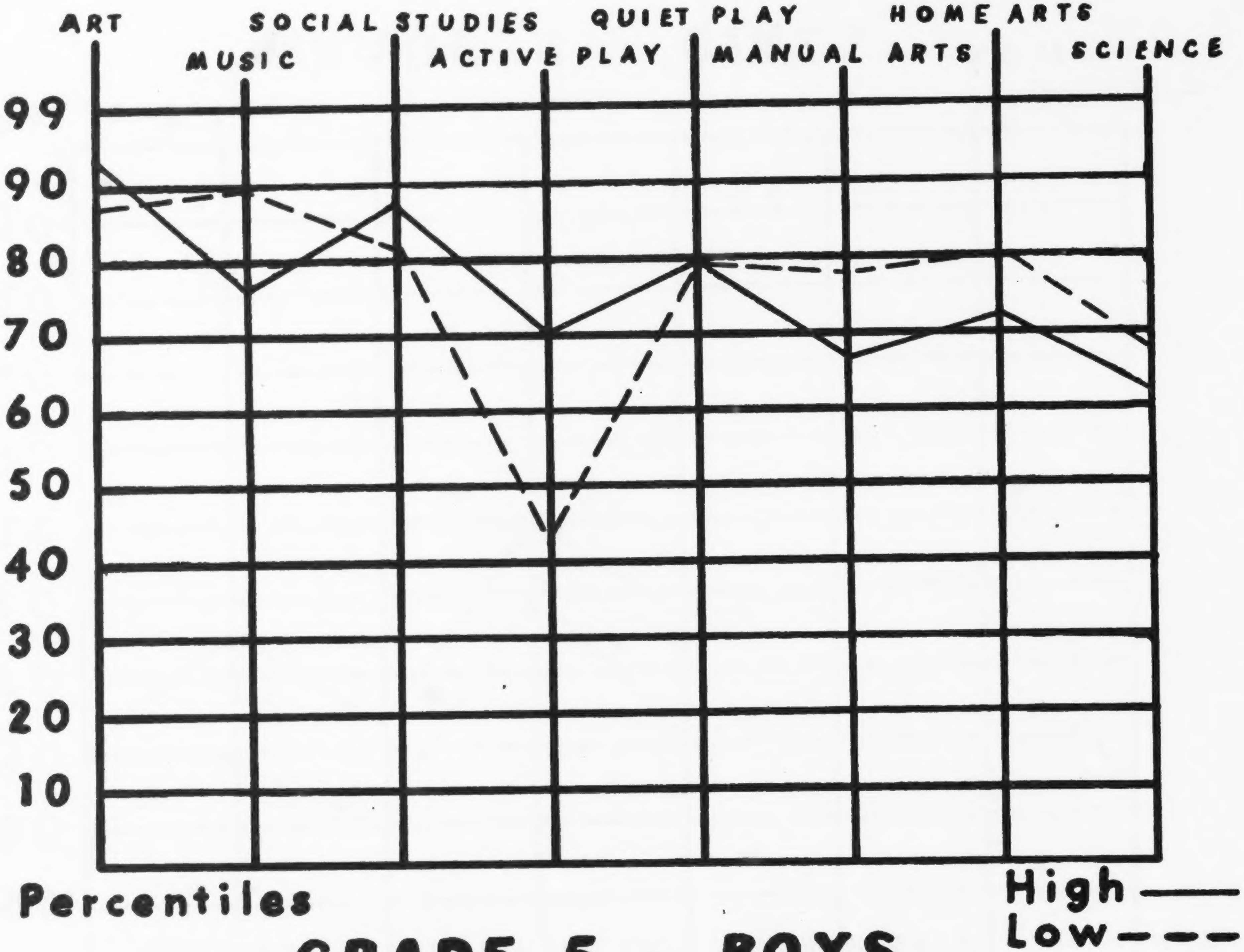
ASSESSMENT OF PUPILS' INTERESTS

Summary: Grade 4 -- Boys

1. The greatest difference appears in the low group's lower interest in active play.
2. The areas of quiet play, manual arts, home arts, and science emerge with virtually congruent rankings between the groups while the other sub-scores exhibit more dispersion.
3. Group interaction occurs between art and music and manual arts and home arts.
4. Except for active play in the low group, all scores were above the fiftieth percentile.

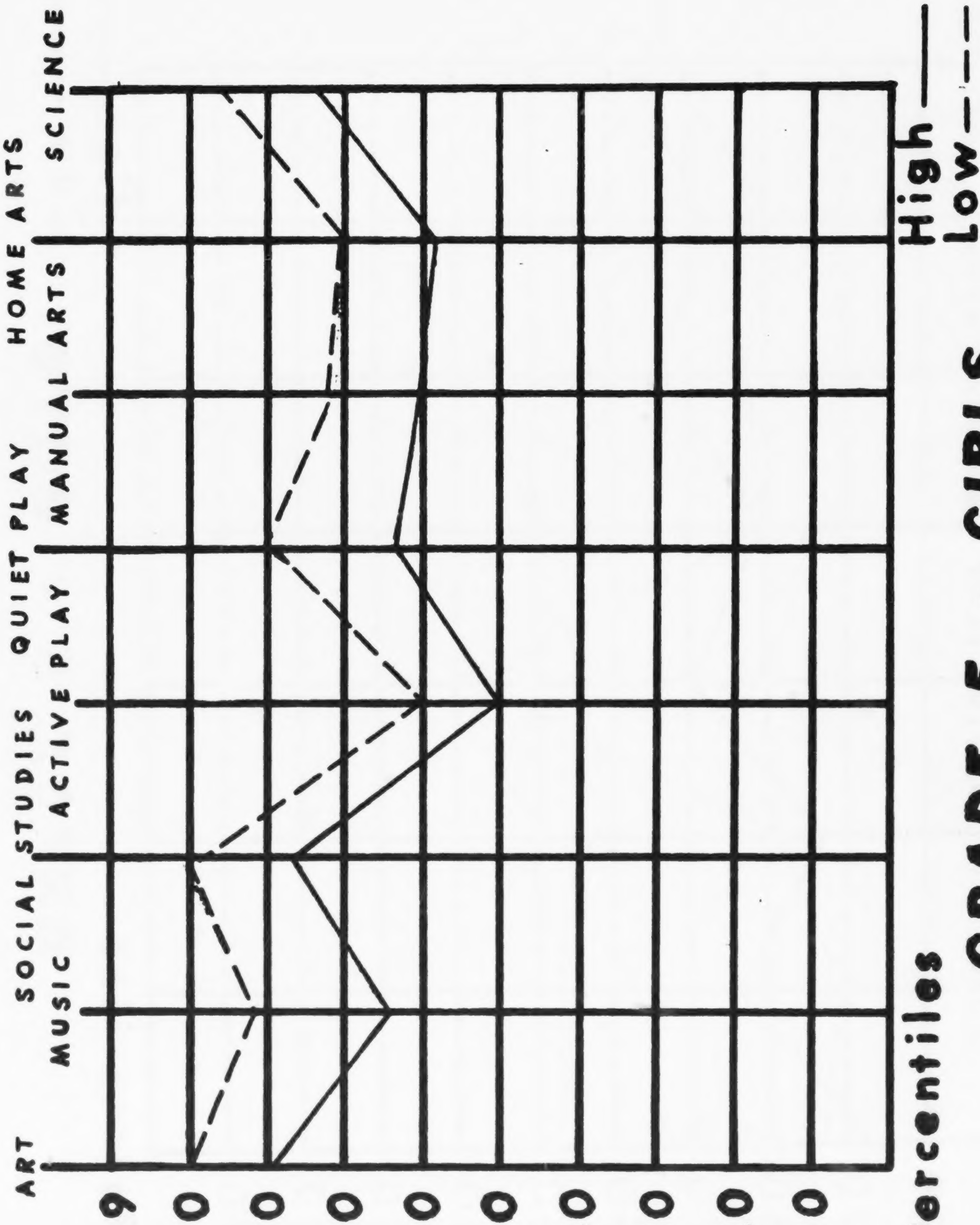
Summary: Grade 4 -- Girls

1. The greatest difference appears in the low group's higher interest in music.
2. The areas of art, social studies, home arts, and science are most nearly congruent in this sub-group.
3. Interaction between groups is exhibited within the areas of art, music, social studies, active play, and quiet play.
4. All scores rank above the fiftieth percentile.



GRADE 5 - BOYS

SRA What I Like To Do Inventory



GRADE 5 - GIRLS

SRA What I Like To Do Inventory

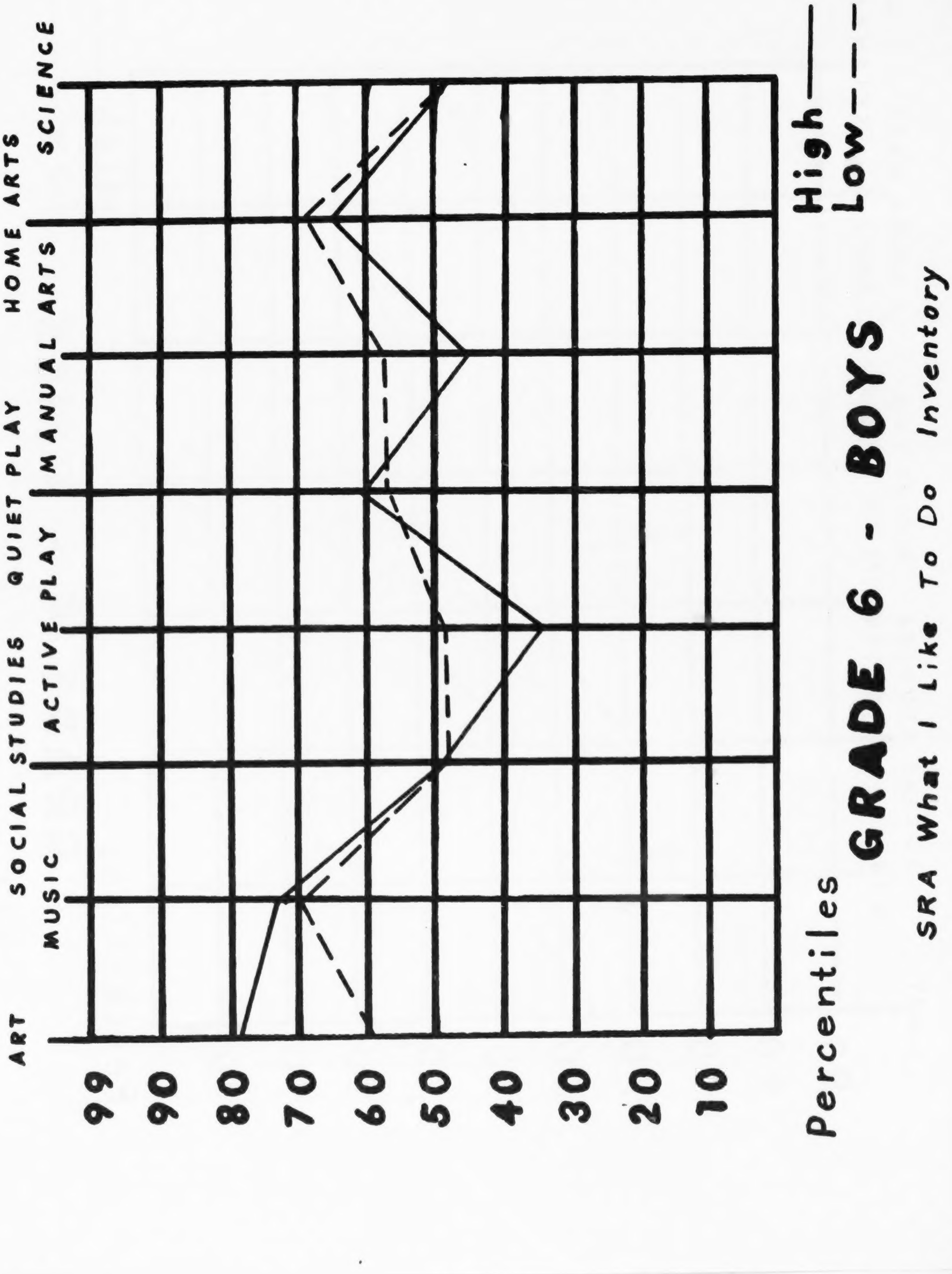
(Assessment of Pupils' Interests, cont.)

Summary: Grade 5 -- Boys

1. The greatest difference appears in the low group's lower interest in active play.
2. The areas of art, social studies, and science appear most nearly congruent.
3. Interaction appears between the group in the areas of art, music, social studies, active play, and quiet play.
4. All scores except active play in the low group rank above the fiftieth percentile.

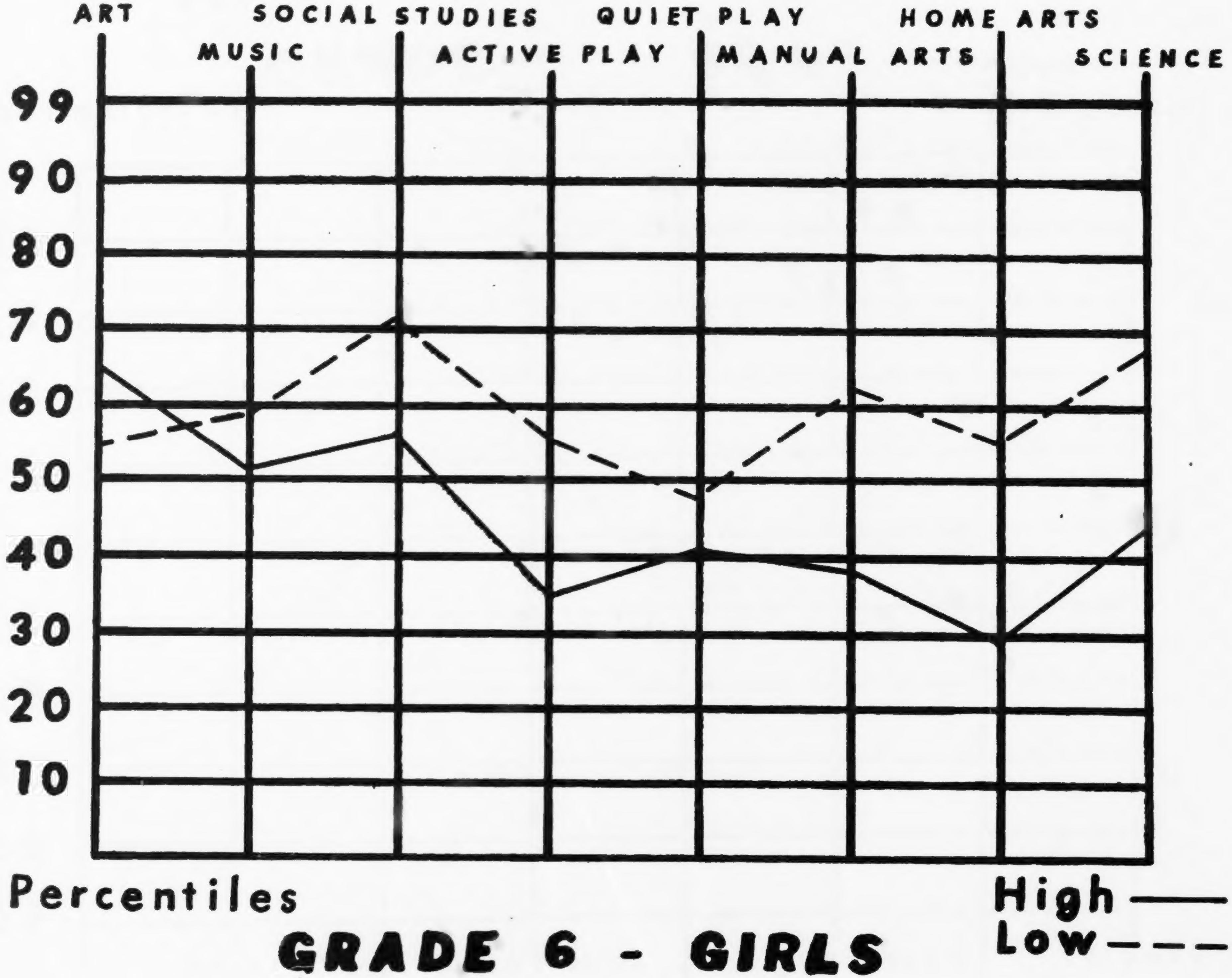
Summary: Grade 5 -- Girls

1. The greatest difference appears in the low group's higher interest in music, but the slopes of the two lines approximate each other with the low socio-economic group ranking consistently higher.
2. The lines do not indicate interaction among variables.
3. All scores rank above the fiftieth percentile.



GRADE 6 - BOYS

SRA What I Like To Do Inventory



GRADE 6 - GIRLS

SRA What I Like To Do Inventory

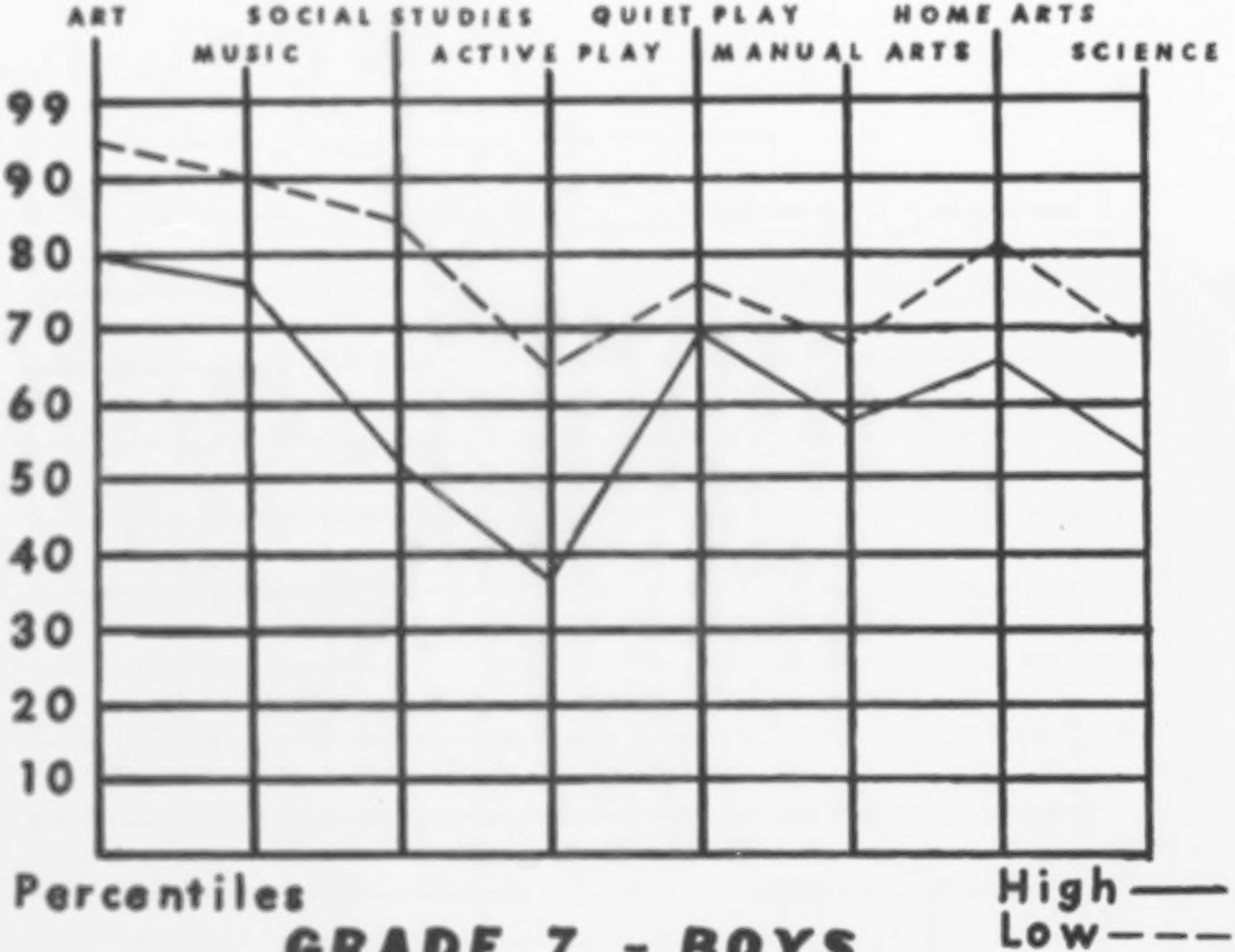
(Assessment of Pupils' Interests, cont.)

Summary: Grade 6 -- Boys

1. The greatest differences appear in:
    - a. Art--The high socio-economic group indicates greater interest.
    - b. Active Play--The low socio-economic group indicates greater interest.
    - c. Manual Arts--The low socio-economic group indicates greater interest.
2. Interaction appears consistently throughout the variables.
3. The high socio-economic group falls below the fiftieth percentile in areas of active play, manual arts, and science.

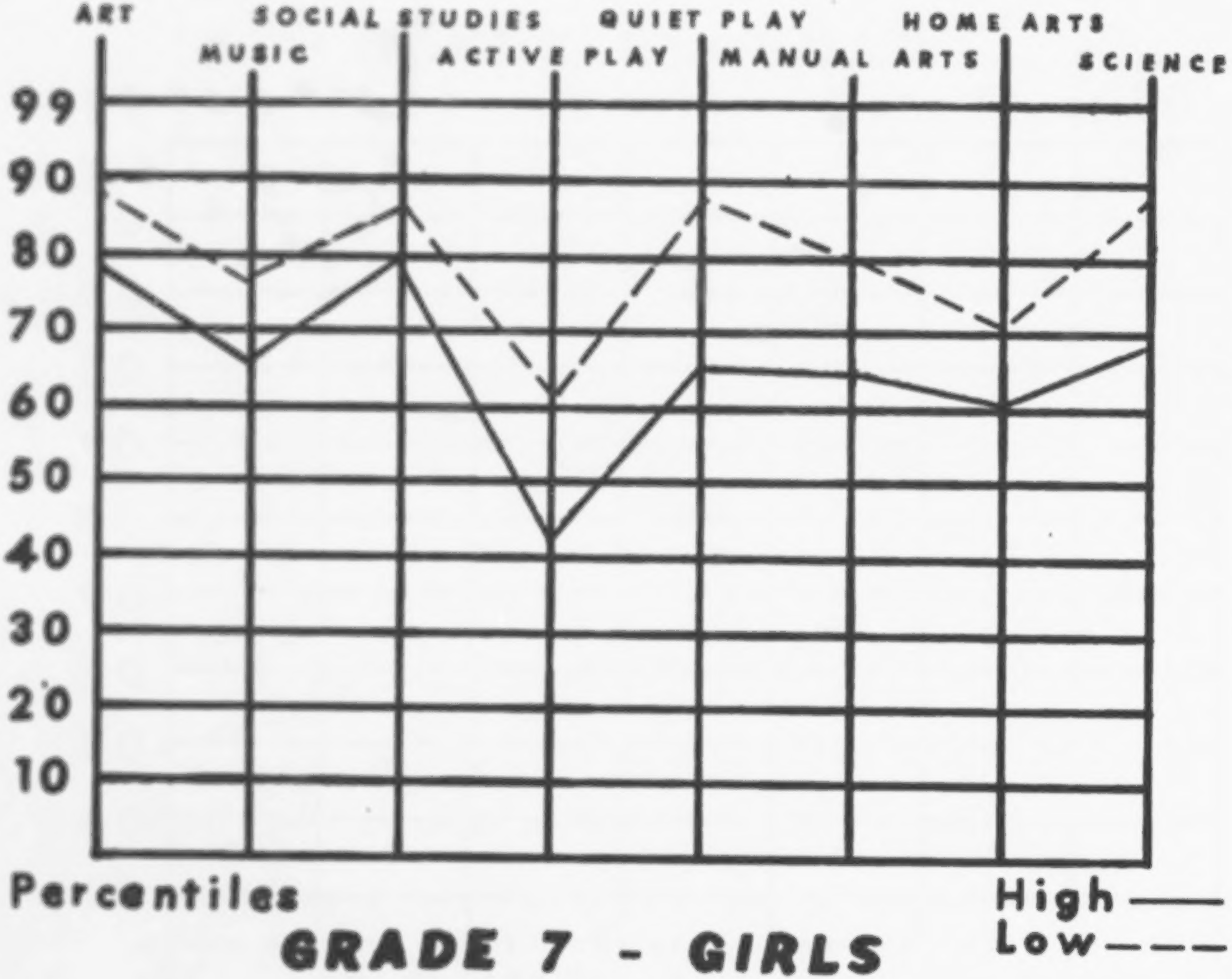
Summary: Grade 6 -- Girls

1. The greatest differences occur in the areas of manual arts, home arts, and science where the low socio-economic group ranks consistently higher.
2. There appears to be interaction among the groups within the variables of art and music.
3. The high socio-economic group falls below the fiftieth percentile in the areas of active play, quiet play, manual arts, home arts, and science.



GRADE 7 - BOYS

SRA What I Like To Do Inventory



GRADE 7 - GIRLS

SRA What I Like To Do Inventory

(Assessment of Pupils' Interests, cont.)

Summary: Grade 7 -- Boys

1. The greatest differences appear in the areas of social studies and active play where the low socio-economic group ranks higher.
2. The low socio-economic groups ranks consistently higher on all sub-scores.
3. The lines indicate interaction between the groups.
4. All scores except active play in the high socio-economic group rank above the fiftieth percentile.

Summary: Grade 7 -- Girls

1. The greatest differences appear in quiet play and active play where the low socio-economic group ranks higher.
2. The low socio-economic group ranks consistently higher than does the high socio-economic group.
3. No interaction between the groups appears among the sub-scores.
4. All scores except active play in the high socio-economic group rank above the fiftieth percentile.

Name ______________________ Grade ______________________

School ______________________ Teacher ____________ ________

Date ______________________

"WHAT I LIKE TO DO"

"WHAT I DON'T LIKE TO DO"

I have seen somebody do these jobs:

I know somebody who does these jobs:

PRELIMINARY SURVEY
FOR
OCCUPATIONAL INFORMATION MATERIALS

SCHOOLS Low Socio-Economic GRADE EMR (1 class)

"WHAT I LIKE TO DO"

GIRLS - 5		BOYS - 10	
Color pictures	1	Draw	2
Draw	1	Football	2
Go to school	1	Go to school	1
Play	1	Read	2
Run and Play	1	Wash dishes	1
		Work	1

"WHAT I DON'T LIKE TO DO"

GIRLS		BOYS	
Dishes	1	Clean the house	1
Help mother	1	Drop out of school	1
Run across street	1	Help mother	1
Steal	1	Play	2
Write	1	Take out trash	1
		Wash dishes	1
		Work	2

I have seen somebody do these jobs:

GIRLS		BOYS	
Color pictures	1	Draw	2
Draw and paint pictures	1	Go to school	1
Named individuals	1	Named individuals	3
Run and play	1	Play football	2
Teacher work	1	Read	1
		Wash dishes	1

I know somebody who does these jobs:

GIRLS		BOYS	
Named individuals	2	Named individuals	7
No answer	3	No answer	1
		Teach	1
		Wash dishes	1

PRELIMINARY SURVEY
FOR
OCCUPATIONAL INFORMATION MATERIALS

SCHOOLS Low Socio-Economic GRADE Fourth (10 classes)

"WHAT I LIKE TO DO"

GIRLS - 138	NUMBER
Arithmetic	10
Art	5
Be a teacher	2
Carry football	1
Clean up	4
Come to school	8
Come to school on time	1
Cook	15
Cut	1
Dance	8
Do my work	1
Do things	1
Do what I'm asked	1
Do what teacher tells me	1
Draw	6
Draw things	1
Eat	6
Eat candy	1
Eat vegetables	1
English	2
English lesson	1
Fight	2
Go on trips	4
Go places	1
Go to church	4
Go to friend's house	1
Go to grandmother's house	1
Go to school	10
Have an apron	1
Help mother	2
Help mother and family	1
Help mother around house	1
Help teacher	1
Homework	2
Iron	1
Jump rope	2
Learn	4
Lessons	1

BOYS - 133	NUMBER
Arithmetic	7
Army man	1
Art	2
Basketball	1
Bathe	1
Be a doctor	1
Build go carts	1
Build huts	1
Cartoons	1
Clean up	2
Climb	1
Color	2
Cook	3
Dance	1
Dishes	1
Do jobs	1
Doctor	2
Draw	1
Eat	10
English	1
Fight	3
Fireman	2
Fishing	1
Fix on car	1
Football	5
Give out books	1
Go on trip	1
Go to Boys' Club	1
Go to church	1
Go to fair	2
Go to friend's house	1
Go to games	1
Go to school	6
Go to show	1
Go to store	1
Have free play	1
Have fun	1
Have magic show	1
Have teacher	1
Homework	3

"WHAT I LIKE TO DO" (cont.)

GIRLS	NUMBER	BOYS	NUMBER
Look at TV	2	Like to be news reporter	1
Mailwoman	1	Make cars out of wood	1
Make beds	1	Make Halloween mask	1
Math	1	Play	27
Movie star	1	Play at home	1
Movies	1	Play ball	13
Music	1	Play baseball	3
My work at school	1	Play cowboys and Indians	2
Paint pictures	1	Play football	4
Picnic with friends	1	Play games	14
Plant all plants	1	Play hiding	1
Play	35	Play horseshoes	1
Play ball	15	Play outside	2
Play cowgirl	1	Play police	1
Play games	13	Play twenty bugs	1
Play hide and go seek	1	Play with dog	1
Play house	1	Play with friends	1
Play outside	1	Play with toys	1
Play school	1	Policeman	3
Play store	1	Principal	1
Play with dog	3	Put out fires	2
Play with my toys	2	Pump gas	3
Read	19	Read	10
Read and spell	1	Read and spell	1
Read and write	1	Ride bike	3
Ride pony	1	Run	1
Run	2	School work	1
School	5	Science	1
Scoreboard	1	Science lessons	1
Sew	9	Sing	3
Sing	4	Spelling	3
Skate	1	Swim	2
Spelling	9	Take band	1
Spend night with friends	1	Talk	4
Study	1	Tell stories	1
Sunday School	1	TV	1
Swim	3	Walk	1
Talk	1	Wash cars	2
Teacher	3	Watch teacher	1
Tell time	1	Watch TV	2
Vacation	1	Watch TV at school	1
Visit	2	Work	13
Walk	2	Work at home	1
Wash dishes	5	Work in school	2
Watch	1	Write	3
Watch TV	4		
Words	1		
Work	22		
Write	14		

SCHOOLS Low Socio-Economic GRADE Fourth (10 classes)

"WHAT I DON'T LIKE TO DO"

GIRLS - 138	NUMBER	BOYS - 133	NUMBER
Anything wrong	1	Arithmetic	2
Arithmetic	6	Baby sit	3
Baby sit	4	Be absent	1
Be absent	2	Be bad	1
Be bad	2	Be still	1
Be bad at school	1	Bed	1
Boys	4	Buy man	1
Brush teeth	1	Clean up	1
Carry out garbage cans	1	College	1
Clean house	1	Color too much	1
Clean up	7	Come to new towns	1
Come to other people's room	1	Come to school	2
Cook	3	Cook	2
Curse	1	Curse	1
Cut up	1	Cut someone	1
Disobey the teacher	1	Cut yard	1
Dividing problems	1	Dance	3
Do bad things	2	Did not answer	2
Do nothing	1	Dislike cats	1
Doctor	1	Dog in the home	1
Eat	1	Dogs	1
Eat liver	1	English	1
Eat vegetables	2	Exercise	4
Eat very much sometimes	1	Fight	1
English	2	Fireman	37
Fight	39	Fuss	1
Fight little children	1	Girls	2
Fishing	1	Go to bed on time	1
Fuss with friends	1	Go to store	4
Go Halloween	2	Go to the office	1
Go straight home	1	Kill things	1
Home	1	Make beds	1
Homework	3	Math	1
House work	2	Miss spelling words	1
Hurry	1	No answer	5
Jump	1	Nothing	1
Keep half-sister's children	1	Play	1
Listen to stories	1	Play all day	1
Look at science	1	Play baseball	1
Look at TV in class	1	Play games	2
Make hats	1	Play in school	1
Make my bed	2	Play with girl	1
Make people mad	1	Put cement on the ground	1
Mess up house	1	Put in wood	1
Mop	2	Ride in car	1
Movie star	1	Run	2
No answer	1	Run away from home	1

"WHAT I DON'T LIKE TO DO" (cont.)

GIRLS - 138	NUMBER	BOYS - 133	NUMBER
Paint	1	Run up hill	1
Pick on other children	1	Science	1
Play	6	Sing	1
Play baseball	1	Spelling	5
Play games	1	Stay at home	1
Play horses	1	Stay home school days	1
Play in cold	1	Steal	1
Play in hot sun	1	Store	1
Play in rain	1	Study	1
Play outdoors	1	Study spelling	1
Play rough	1	Sweep	2
Play very much sometimes	1	Swim	2
Play with boys	3	Take things that belong to others	1
Play with mother	1	Talk	1
Print	1	Talk out in class	1
Read	5	Told book	1
Ride	1	Walk	2
Run	8	Wash dishes	5
Run down stairs	1	Watch TV	1
Run in hall	2	Wear cap	1
Say bad words	2	Wear coat to school	1
School	2	Work	9
Science	1	Writing	6
Secretary	1		
Sew	1		
Show out	1		
Sit in my desk	1		
Sleep	1		
Slide in hall	1		
Spelling	2		
Stay after school	1		
Stay at home	1		
Study	2		
Study time tables	1		
Swimming	2		
Take out trash	1		
Talk	5		
Talk much	1		
Talk out in class	2		
Talk when teacher is out of room	1		
Tell tales	3		
Walk all the time	1		
Watch	4		
Wash dishes	19		
Work	3		
Work at home	1		
Write	4		
Wash	1		

SCHOOLS Low Socio-Economic GRADE Fourth (10 classes)

I have seen somebody do these jobs:

GIRLS - 138	NUMBER	BOYS - 133	NUMBER
Baby sit	1	A&P	1
Bakery	1	Arithmetic	1
Baking job	1	Baking	1
Be bad	1	Build houses	4
Boy	2	Building	1
Breadman	1	Bus driver	3
Build building	2	Carry drinks	1
Build church	1	Carry oranges	1
Build dog house	1	Clean house	1
Build houses	3	Clean room	2
Build school	1	Construction work	2
Building	3	Cook	1
Burn leaves	1	Deliver food	1
Bus driver	2	Did not answer	3
Car	1	Doctor	3
Carry boxes	1	Drive cab	1
Carry milk to school	1	Drive milk truck	1
Cashier	1	Drive truck	1
Clean class rooms	1	English	1
Clean fish bowl	1	Father work	2
Clean house	3	Fireman	1
Clean streets	1	Fireman put out fire	5
Clean up	2	Fix houses	1
Clean white lady's house	1	Go get milk	1
Clean windows	1	Hit a home run	1
Cook cakes	1	Housework	1
Cooks	15	Ice cream	1
Cut grass	3	Lady in jail	1
Cut up	1	Like cats	1
Cut water on	1	Locks	1
Dig a hole	1	Make airplanes	1
Dishes	1	Make beds	1
Drive bus	1	Make doughnuts	1
Drive car	1	Make drinks	1
Drive fire truck	1	Make pair of glasses	1
Drive milk truck	2	Mailman	1
Drive truck	1	Man work	1
Eat liver	1	Merry dance	1
English	1	Milkman	8
Father work	1	Mother cook	1
Fight	8	No answer	13
Fireman	2	Paint house	1
Garbage man	1	Police	4
Get out of bed	1	Policeman	8
Go straight home	1	Policeman drive car	1
Hammering	1	Policewoman	1

I have seen somebody do these jobs: (cont.)

GIRLS	NUMBER
Help mother	1
Home	1
Keep a store	1
Kiss	1
Lady deliver mail	1
Lunchroom	1
Maids	1
Mailman	5
Make boxes	1
Make clothes	1
Male nurse	1
Meat packing company	1
Milk	1
Milkman	5
Mop	1
Mother shop	1
Movie star	1
No answer	1
Nurse	2
Office work	1
Orange juice man	1
Paint	2
Painting	3
Pass the paper	1
Pick up leaves	1
Pick up papers	1
Picking	1
Play	2
Play with boys	2
Plumber	1
Policeman	8
Policewoman	2
President	1
Principal	3
Put out fire	1
Rake	1
Read	1
Read a store	1
Repair TV	1
Run	1
School	1
Secretary	3
Secretary work	1
Sewing	3
Spelling	2
Store man	1
Storekeeper	1
Take down signs	1
Taxi driver	1
Teach	18

BOYS	NUMBER
Principal	1
Printing	2
Prize fighter	1
Put cement on house	1
Put out fire	4
Radio - TV	1
Read book	1
Record at home	1
Sell newspaper	1
Sew	1
Spelling	1
Stopping cars	1
Store	1
Sweep floors	1
Take out garbage	1
Take up books	1
Teacher	13
Tear down houses	2
Throw papers	1
Trash collector	1
Wash cars	1
Wash desks	1
Wash dishes	1
Work at buses	1
Work at gasoline station	1
Work at store	5
Work at streets	1
Work at tie company	1
Work on cars	1
Work on truck	1
Work up town	1
Zayres	1

I have seen somebody do these jobs: (cont.)

GIRLS	NUMBER
Tell lies	1
Throw papers	3
Truck driver	1
Walk	1
Walk all the time	1
Wash	1
Wash dishes	2
Weatherman	1
Wood work	1
Work at Beefburger	1
Work in city	1
Work in private home	1
Work in stores	4
Work on cars	4
Work on tractors	1
Work on windows	1
Work with children	1

I know somebody who does these jobs:

GIRLS - 138	NUMBER
Airport	2
Atlanta Steel Co.	1
Baby sit	1
Baking job	1
Bookkeeper	1
Brings milk	2
Builder	1
Cab driver	2
Car	1
Carpenter	1
Carries logs	1
Carry mail	3
Cashier	1
City Hall	1
City worker	1
Clean house	1
Collect money	1
Collect papers	1
Committee jobs	1
Cook	3
Crane worker	1
Dress making	3
Drive truck	4
Dust	1
Empty garbage	1
Engineer	1
Fire Department	1

BOYS - 133	NUMBER
A cake	1
Airport	1
Bad boy	1
Build houses	2
Bus	1
Cab driver	1
Canada Dry	1
Carry mail	2
Clean house	1
Clean yard	1
Cooks	2
Did not answer	3
Doctor	2
Dress making	2
Drive bus	1
Drive cabs	1
Drive milk truck	1
Drive truck	1
Drive school bus	1
Egg man	1
Fireman	3
Gives lessons	1
Growing food	2
Hang gutters	1
Listed nothing	7
Lumber yard	1
Make ice cream	1

I know somebody who does these jobs: (cont.)

GIRLS	NUMBER	BOYS	NUMBER
Georgia State College	1	Make shoes	2
Grocery boy	1	Make tires	1
Growing food	3	Milk	3
Hang gutters	1	Milk a cow	1
Hospital	1	Milkman	2
House	1	Mop floors	1
Housework	1	Named individual	7
Iron	1	No answer	17
Keep a store	1	Pilot	1
Mailman	5	Policeman	9
Make cakes	1	Principal	1
Milk truck	3	Printing	1
Milkman	3	Sew	1
Mop	1	Soldiers	1
Named individual	15	State Patrol	1
No answer	3	Storekeeper	1
None listed	7	Store man	1
Nurses	1	Teacher	8
Paper boy	3	Truck driver	1
Play in a movie	1	Work at bank	2
Police station	1	Work at church	1
Policeman	6	Work at drug store	1
Post office	1	Work at school	1
Principal	2	Work at show	1
Private home work	1	Work at store	4
Putting on tires	1	Work at warehouse	1
Railroad	1	Work at windows	1
Rent office	1	Work on car	2
Saleslady	1	Work on dairy farm	1
School	1	Work on machine	1
School worker	3	Work on telephone wires	1
Sells candy	1	Work on toys	1
State Department	1	Work on transfer	1
Store clerk	1		
Store man	1		
Storekeeper	1		
Teacher	18		
Telephone company	1		
Truck driver	2		
TV job	1		
Warehouse	2		
Wash dishes	1		
Work at a church	1		
Work at hotel	2		
Work at Rich's	1		
Work at school	4		
Work at water works	1		
Work in store	8		
Work on car	2		
Work on truck	1		
Work on windows	1		
Working job	1		

APPENDIX C

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

DIVISION OF
COUNSELOR EDUCATION AND PERSONNEL SERVICES

February 28, 1968

Mrs. Sylvia Goodson
Guidance Counselor Specialist
Instructional Services Center
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Sylvia:

All this time I have been boasting of your accomplishments without having acknowledged the receipt of this excellent evaluated selected bibliography. The final copy traveled recently to West Georgia College for the Regional Guidance In-Service Day for teachers in several counties in Northwest Georgia. Of course, it was also a perfect illustration for the Vocational Development class here on campus.

Maybe on March 11 I can learn of your additional accomplishments. It's really exciting to know what you and Helen and the other staff members are doing in the area of career development. I appreciate your including me on the list for dissemination of materials.

Sincerely yours,

Ila Rooks

Ila Rooks
Assistant Professor of Education

IR:ee

AMERICAN TELEPHONE AND TELEGRAPH COMPANY
LONG LINES DEPARTMENT
100 EDGEWOOD AVENUE, N. E.
ATLANTA, GEORGIA 30303
AREA CODE 404
Southern Area
529-6484

May 16, 1968

Dr. Helen E. Cook, Director
Occupational Information Materials Project
Instructional Services Center
2930 Forrest Hill Drive, S. W.
Atlanta, Georgia 30315

Dear Dr. Cook:

Please let me take this opportunity to commend you and your staff on the excellent job you are doing on the Occupational Information Materials Project. The calibre of your work so far speaks for the enthusiasm, ability, efforts and dedication of you and your staff.

You are not only making a remarkable contribution to the school system and the children involved, you are performing a valuable service to industry as well.

Our hearty congratulations and sincere hope that your project will continue and be as successful in the future as it has begun.

Yours very truly,

Lady L. Rowlett

Lady L. Rowlett
Staff Supervisor

LLR:TED

Copy to Dr. John W. Letson, Superintendent Atlanta Public Schools
Dr. John Martin, Assistant Superintendent for Instructions

ymca

"Serving Youth Since 1858"

YOUNG MEN'S CHRISTIAN ASSOCIATION OF METROPOLITAN ATLANTA, INC.

METROPOLITAN OFFICES

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AREA 404 PHONE 525-5401

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METROPOLITAN ATLANTA
COMMUNITY SERVICES

May 16, 1968

Dr. Helen E. Cook, Director
Occupational Information Materials
Atlanta Public Schools
Instructional Services Center
2930 Forrest Hill Dr., S.W.
Atlanta, Ga. 30315

Dear Dr. Cook:

It has been a pleasure to serve this year on the Atlanta Public Schools Occupational Information Materials Advisory Committee.

The staff and lay resource people have done a most commendable job in researching and initiating new projects. Of course the work has just begun so it is most important that the program be continued. That which has been accomplished to-date holds great promise for the entire School system.

When time permits, please send me specific suggestions for the proposed handbook. I will then pursue the matter with my committee.

Sincerely,

JC Bransby

Joseph C. Bransby
General Executive Director

JCB nc

Gifts and Bequests Toward the Endowment Fund Will Extend Your Influence and Make More Permanent the Work of the Association

C-4

MA. 7-5746 MA. 7-5747

Roosevelt High School
745 Rosalia Street, S. E.
ATLANTA, GEORGIA 30312

OFFICE OF THE PRINCIPAL

May 16, 1968

Dr. Helen E. Cook
Instructional Services Center
Atlanta Public Schools
Atlanta, Georgia

Dear Dr. Cook:

I want to commend you and your staff for the excellent progress you have made in such a short time on occupational materials for grades three through eight.

Your approach to the problem shows imagination, creativity and exceptional organization. It will be interesting to see further development of this program in the years to come. The results of your work will be of great benefit to the children and teachers of Atlanta.

Congratulations!

Sincerely yours,

Marion R. Houston
Marion R. Houston
Counselor

C-5

Anne E. West School
820 Essie Avenue, S. E.
Atlanta, Georgia 30316

Office of the Principal

627-7349

May 20, 1968

Dr. Helen E. Cook, Director
Occupational Information Materials Project
Instructional Services Center

Dear Dr. Cook:

Please continue the study, Formulation of Models For Preparing Occupational Information Materials For Pupils From Various Socio-Economic Levels in Grades Three Through Eight.

It is my sincere belief that this project will produce worthwhile resources for pre-teen and early-teen age students.

Very sincerely,

Frances McKee

Frances McKee
Principal

FM/vs

C-6

GEORGIA STATE COLLEGE
33 GILMER STREET, S. E. • ATLANTA, GEORGIA 30303

June 5, 1968

Dr. Jarvis Barnes
Assistant Superintendent
For Research and Development
Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30303

Dear Dr. Barnes:

I am writing in the interest of continuing the project entitled Formulation of Models for Preparing Occupational Materials for Pupils from Various Socio-Economic Levels in Grades Three Through Eight. This past year has seen progress made that far exceeded my expectations. The personnel involved have worked diligently (I should say slaved) to develop a base from which to proceed. This is a unique program, so important, so immense, that inspite of the progress made there is still a long way to go.

Please consider this my endorsement for the project and support for its continuing for another year. This then could be the year that Atlanta will reap the benefits.

Sincerely,

Lewis G. Van Gorder

Lewis G. Van Gorder, Director
School of Special Studies

LVG/jg

C-7

MUNDY'S DRUG STORE
3689 CAMPBELLTON ROAD, S.W.
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3689 CAMPBELLTON ROAD, S.W.
ATLANTA, GEORGIA 30331

June6, 1968

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development
Atlanta Public Schools
224 Central Avenue, SW
Atlanta, Georgia 30303

Dear Dr. Barnes:

Thank you for the letter of June 3, 1968 from Mr. Charles D. Dziuban. I do, indeed, support the continuation of the project, Formulation of Models for Preparing Occupational Materials for Pupils From Various Socio-Economic Levels in Grades Three Through Eight. It has, in my opinion, greatly benefited the Atlanta community.

It was an honor and pleasure to serve on the committee this past school year. I only regret that I could not attend all the meetings.

Do let me know if I can be of any assistance to you.

Sincerely yours,
MUNDY DRUG COMPANY, INC.

Chas. L. Mundy
Charles L. Mundy

CLM:ss

C-8

Georgia Department of Labor

Employment Security Agency

Sam Caldwell
COMMISSIONER

Walter O. Brooks
DIRECTOR
EMPLOYMENT SECURITY AGENCY

Atlanta

June 7, 1968

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development
Atlanta Public Schools
224 Central Avenue, S. W.
Atlanta, Georgia 30303

Dear Dr. Barnes:

As a member of the Advisory Committee For Formulation Of Models For Preparing Occupational Materials For Pupils From Various Socio-Economic Levels In Grades Three Through Eight headed by Dr. Helen E. Cook and others from the Atlanta Public Schools; I would like to recommend that this project be continued.

I endorse the idea of this project because I can see the fundamental need for this kind of background as people enter the labor market. In this regard, I feel that part of the responsibility of a well rounded philosophy of education is how it addresses itself to as thorough an education as possible for all of its students. Employment information is part of that background.

Therefore, I unhesitatingly encourage that your influence be used to continue this project.

With very kind regards, I remain

Sincerely,

Ernest W. Wright
State Minority Representative

EWW:mlr

cc: Dr. Helen E. Cook
Mr. Charles D. Dziuban
Commissioner Caldwell
Mr. W. O. Brooks

Progress is to Educate, Train and Employ

U.S. DEPARTMENT OF LABOR

MANPOWER ADMINISTRATION

1371 Peachtree Street N. E. Atlanta, Ga. 30309

C-9

June 7, 1968

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development
Atlanta Public Schools
224 Central Avenue, S. W.
Atlanta, Georgia 30303

Dear Dr. Barnes:

It was a privilege for me to serve on your Advisory Committee for the Project Formulation of Models for Preparing Occupational Materials.

I hope that in some small way I was able to make a contribution to this very worthwhile project.

In my opinion, this project is the greatest innovation in primary education in my time. I think it should be continued and if I can be of service please call.

Sincerely,

James O. Long

James O. Long
Manpower Administration Representative

cc: Mr. Charles D. Dziuban

C-10

WQXI TV

1611 W. Peachtree Street NE, Atlanta, Georgia 30309
Telephone (404) 892-1611

June 10, 1968

Dr. Jarvis Barnes
Assistant Superintendent for Research and Development
Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30303

Dear Dr. Barnes:

It has been my pleasure this year to serve on the Advisory Committee for Occupational Materials as part of the project entitled "Formulation of Models for Preparing Occupational Materials for Pupils from Various Socio-Economic Grades Three Through Eight."

This program I have found to be a most worthwhile exploration of ways to give elementary school children a better understanding of the many occupations that may be open to them as they approach young adulthood, enabling them to develop an interest in a career at an early age. One of the great advantages of this project, it seems to me, is the opportunities it opens for stressing the value of all kinds of work, an idea that unfortunately isn't always prevalent in our society.

For these reasons, I feel a good purpose could be served by continuing the project.

Sincerely,

Luke Greene

Luke Greene, Director
Community Affairs and
Public Service

LG/ajb

A Pacific and Southern Broadcasting Station

ED043063

FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIALS FOR PUPILS FROM VARIOUS SOCIO-ECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT

Atlanta Public Schools
Atlanta, Georgia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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CG005839

FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIALS FOR PUPILS FROM VARIOUS SOCIO-ECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT

Application for a Continuation Grant, FY 1970
Public Law 89-10
Title III

by

Dr. John W. Letson
Superintendent

Atlanta Public Schools
Atlanta, Georgia 30303
June 30, 1969

RESURGENS 1872 ATLANTA PUBLIC SCHOOLS

ATLANTA PUBLIC SCHOOLS

ADMINISTRATION BUILDING 224 CENTRAL AVE., S.W. ATLANTA, GEORGIA 30303

OFFICE OF
SUPERINTENDENT OF SCHOOLS

June 30, 1969

Dr. Will Atwood
Associate Director of Title III
Division of Planning, Research, and Evaluation
State Department of Education
Atlanta, Georgia 30334

Dear Dr. Atwood:

A continuation grant of $173,128 in Title III, P.L. 89-10 funds is requested by the Atlanta Public Schools under grant award number 203-2-67-003-69-03 to continue during FY 1970 an innovative program, Formulation of Models for Preparing Occupational Materials for Pupils From Various Socio-Economic Levels in Grades Three Through Eight, involving Title III activities.

In support of this request, we are enclosing fifteen copies each of the following: (1) narrative and statistical information relative to the accomplishments under the current grant, (2) a report of estimated expenditures to the end of the current grant period, (3) an estimated budget covering project activity to be undertaken during the next twelve months, and (4) ESEA Title III statistical data pertaining to the pupils to be served and the nature of the services to be rendered during the next grant period.

Approval of this request for a continuation grant will be greatly appreciated.

Sincerely yours,

J.W. Letson

John W. Letson
Superintendent

JWL:rpg

Enclosure

cc: Russell Clark, ESEA Title III, State Dept. of Ed.

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PART I

STATISTICAL

PART I: GENERAL DATA

1. Official name and address of local public educational agency:

   Atlanta Board of Education of the City of Atlanta
   224 Central Avenue, S. W., Atlanta, Georgia 30303

2. Project Number: 203-2-67-003

3. Grant Number: 203-2-67-003-69-03

4. State: Georgia

5. Grant Period: September 1, 1969 to August 31, 1970

6. Name, official title, and address of the person authorized to receive and administer the grant:

   Dr. John W. Letson, Superintendent
   224 Central Avenue, S. W.
   Atlanta, Georgia 30303

Telephone No.:	404	522-3381	201
	Area Code	Local No.	Extension

SDE 1400-003

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT
THIS SPACE FOR S.D.E. USE ONLY →					

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*
A ☐ INITIAL APPLICATION FOR TITLE III GRANT
B ☐ RESUBMISSION
C ☒ APPLICATION FOR CONTINUATION GRANT
D ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER
203-2-67-003

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*
A ☒ INNOVATIVE
B ☐ EXEMPLARY
C ☐ ADAPTIVE

4. TYPE(S) OF ACTIVITY *(Check one or more)*
A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☒ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*
Models for Preparing Occupational Information

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

To disseminate occupational information to pupils in grades three through eight in order to motivate them to remain in high school and thereafter seek additional training, either in vocational-technical or college programs, or to motivate those who feel compelled to terminate early their high school education to seek vocational training.

ITEM NUMBER SEC. 303 (b) (2)

7. NAME OF APPLICANT *(Local Education Agency)*
No change

8. ADDRESS *(Number, Street, City, State, Zip Code)*
No change

9. NAME OF COUNTY
No change

10. CONGRESSIONAL DISTRICT
No change

11. NAME OF PROJECT DIRECTOR
Dr. Helen Cook

12. ADDRESS *(Number, Street, City, State, Zip Code)*
2930 Forrest Hill Drive, S. W.
Atlanta, Georgia 30315

PHONE NUMBER 761-5411
AREA CODE 404

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*
Dr. John W. Letson

14. ADDRESS *(Number, Street, City, State, Zip Code)*
224 Central Avenue, S. W.
Atlanta, Georgia 30303

PHONE NUMBER 522-3381
AREA CODE 404

15. POSITION OR TITLE
Superintendent

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT
JWLetson

DATE SUBMITTED
6/30/69

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED No change	**17A.** TOTAL NUMBER OF COUNTIES SERVED	No change	**18.** LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ No change
	B. TOTAL NUMBER OF LEA'S SERVED	No change	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED	No change	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission				$
B.	Application for First Continuation Grant				$
C.	Application for Second Continuation Grant	OEG-3-3-703454-4554	9/1/69	8/31/70	$ 173,128
D.	Total Title III Funds				$ 173,128
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.* Not Applicable

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ______

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ______

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $______

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	170	7,379	57,738	44,597	496	6,345	116,725	
		(2) Non-public	113	258	1,637	1,460			3,468	
B	Persons Served by Project	(1) Public			5,084	1,503			6,587	
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public	113	258	1,637	1,460			3,468	
		(3) Not Enrolled								

2.	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item 1B above)*	1713	4874			6,587

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			100.00		

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL		REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALEN 6
A.	ADMINISTRATION/ SUPERVISION				2		
B.	TEACHER:						
	(1) PRE-KINDERGARTEN						
	(2) KINDERGARTEN						
	(3) GRADES 1-6				2		
	(4) GRADES 7-12						
	(5) OTHER						
C.	PUPIL PERSONNEL SERVICES						
D.	OTHER PROFESSIONAL						
E.	ALL NON-PROFSSIONAL				6	4	
F.	FOR ALL CONSULTANTS PAID BY TITLE III FUNDS ⟹	(1.) TOTAL NUMBER RETAINED 2			(2.) TOTAL CALENDAR DAYS RETAINED 11		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL		REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALEN 6
A.	ADMINISTRATION/ SUPERVISION						
B.	TEACHER:						
	(1) PRE-KINDERGARTEN						
	(2) KINDERGARTEN						
	(3) GRADES 1 TO 6						
	(4) GRADES 7-12						
	(5) OTHER						
C.	PUPIL PERSONNEL SERVICES						
D.	OTHER PROFESSIONAL						
E.	ALL NON-PROFESSIONAL						
F.	FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS ⟹	(1.) TOTAL NUMBER RETAINED ________			(2.) TOTAL CALENDAR DAYS RETAINED ________		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

		MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATE COST (8)
			PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.		EVALUATIVE PROGRAMS								
	A	Deficiency Survey (Area Needs)								
	B	Curriculum Requirements Study (Including Planning for Future Need)								
	C	Resource Availability and Utilization Studies								
2		INSTRUCTION AND/OR ENRICHMENT								
	A	Arts (Music, Theater, Graphics, Etc.)								
	B	Foreign Languages								
	C	Language Arts (English Improvement)								
	D	Remedial Reading								
	E	Mathematics								
	F	Science								
	G	Social Studies/Humanities								
	H	Physical Fitness/Recreation								
	I	Vocational/Industrial Arts								
	J	Special-Physically Handicapped								
	K	Special-Mentally Retarded								
	L	Special-Disturbed (Incl. Delinquent)								
	M	Special-Dropout								
	N	Special-Minority Groups								
3.		INSTRUCTION ADDENDA								
	A	Educational TV/Radio								
	B	Audio-Visual Aids								
	C	Demonstration/Learning Centers								
	D	Library Facilities								
	E	Material and/or Service Centers								
	F	Data Processing								
4.		PERSONAL SERVICES								
	A	Medical/Dental								
	B	Social/Psychological								
5.		OTHER Elementary Guidance Materials			6,721	2,963				173,128

PART II

NARRATIVE REPORT

Part II NARRATIVE REPORT

Rationale

The career development process begins in early years and is a continuing process, according to many educators, psychologists, and sociologists. It is generally recognized that pupils need accurate and significant occupational information as a basis for meaningful vocational exploration in the elementary grades.

A significant lack of occupational information materials for young pupils was substantiated by the Occupational Information Materials project staff's surveys in FY 1968. Existing materials rarely included multi-ethnic models and were very often obsolescent.

The evaluations of OIM project materials by professional personnel and community leaders indicated a need for continuing the development of accurate occupational materials for pupils in grades three through eight.

Major Objectives of the Program for FY'69

The original, primary purposes of the program were to develop and disseminate occupational information materials for pupils in grades three through eight and to develop models for the formulation of such materials based on the research findings about the pupils' characteristics and their reactions to the materials.

Consistent with major project objectives, those specific objectives that were projected for the FY'69 program included the following:

A. To prepare materials about occupations of interest to pupils;

B. To adapt the information, for dissemination, to three media—discs, television, and print;

C. To disseminate the information to pupils over a period of three years in order to ascertain changes in the behavior of the pupils;

D. To prepare or select instruments which will be suitable to measure changes in knowledge of and interest in occupations during this program;

E. To evaluate the effectiveness of this program; and

F. To formulate conceptual models, with appropriate formats, for the dissemination of occupational information to pupils from various socioeconomic levels.

Each objective has been completed with the exception of disc materials and the formulation of models. However, data have been colected in the latter case, and statistical analyses are planned for the remainder of the current grant period. Accordingly, the following list of accomplishments is provided as supportive information regarding achievement of the general and specific project objectives:

Accomplishments Under Current Grant - Materials Development and Publications

Cooperating with WETV, the Occupational Information Materials staff completed a television series of thirty-nine programs on occupations. Each of the programs, which were designed for use in upper elementary and middle grades, was telecast five times weekly beginning in September, 1968. The interests of children, the labor market outlook, and the availability of training were among criteria for the selection of occupations to be shown.

A. Television Series. The following programs were included:

The Hospital Team (Part I)

The Hospital Team (Part II)

Careers in Public Health

The Dental Health Team

The School Team (Part I)

The School Team (Part II)

The Work of the Apprentices

Aircraft Manufacturing

Careers in Banking

"To Market, To Market," (Retailing)

"To Market, To Market," (Catalog Sales)

The Telephone People

Space Age Crystal Gazing

The Builders (Construction)

The Flying People (Air Transportation)

Let's Keep Score

Transportation in Our Town

The Highway Men (Trucking)

Careers in the Petroleum Industry

People Who Care (Social Service)

Designing Tomorrow: The Engineers

Americans in Uniform

They Tell Us What's Happening (Publishing--Newspapers)

Textile Talk (Textile Manufacturing)

Let's Print It

When You Eat Out

The Mail Must Go Through

Police Department

The Legal Profession

In the Spotlight (Performing Arts)

Child Development

They Share the Risk (Insurance Industry)

Government Workers

The Car in Your Future

Green and Growing

To Look Your Best

Their Work is Play (Recreation)

The Work in Your Future.

B. Co-Curricular Materials. The following co-curricular materials were distributed to project schools, with the exception of control schools, and were made available to other schools upon request.

1. Theme Song ("Countdown to the 70's"). An original theme song, including words and music, was arranged and recorded. The song was made available for classroom use.
2. Study Guides. A study guide for each program was developed. Purpose, concept highlighted, suggestions for activities, vocabulary, lists of supplementary materials, and names of consultants were components of each unit.
3. Job Description Booklets for Teachers. Descriptions of occupations, which were featured in individual telecasts, included job titles, definitions, duties, personal qualifications, and training requirements.
4. Posters. Original posters for classroom display were drawn to portray workers featured on each program.
5. Commercially Prepared Materials. Consultants and associates provided booklets, brochures, models, and other materials related to individual programs.

C. Occupational Information Poems. "People at Work" by Agnes Cochran Bramlett, poet laureate of Georgia, was completed and distributed to upper elementary classes in project schools. OIM staff members conferred with school personnel prior to the distribution of the publication. Copies of the book were provided for all Atlanta school libraries.

D. Work Along in Prose and Song. A collection of verses and vignettes written by children in grades three through seven was illustrated and published. These motivational and descriptive compositions revealed interests of children and contributed to the improvement of their self concepts. They also disclosed the children's concepts of work and workers.

E. The Selected Bibliography of Occupational Information for Grades Three Through Eight. The bibliography that was compiled in FY 1968 was widely distributed among school personnel and other educators in response to requests. A supplementary bibliography was also compiled with publications rated according to National Vocational Guidance Association (NVGA) guidelines. Code number references to the Dictionary of Occupational Titles, 1965 edition, were assigned to each publication.

F. Selected Occupational Information Filmstrips for Grades Three Through Eight. Additions were made to the original list of filmstrips. Each item was rated according to NVGA guidelines. The lists were distributed to educators.

G. Selected Occupational Motion Pictures for Grades Three Through Eight. The OIM staff continued to view and rate motion pictures dealing with occupational information. Lists were made available to interested groups and individuals.

H. Occupational Songs for Grades Kindergarten Through Eight. The list of occupational songs compiled in FY 1968 was further distributed among educators.

I. Original Occupational and Motivational Songs. Words and music appropriate for children in grades three through eight were composed by OIM staff and consultants. Teachers and pupils now are completing the production of songs on tape and in record form. Titles in process include:

1. "The Postman"
2. "The School People"
3. "Silly Sally"
4. "Time for Me"
5. "Work Makes the World Go 'Round."

J. The Work of Our People: Audio Tapes. The twenty-four previously recorded tapes were edited to improve their effectiveness. Classroom evaluations resulted in modification of format. Assessments by teachers indicated a wide range of opinions as to the value and appropriateness of the tapes.

K. The Law in Your Life. Use of the slide presentation, which was produced in FY 1968, continued. Developed in cooperation with the Atlanta Bar Association and the Sears Roebuck Foundation, "The Law in Your Life" has been shown by lawyers to approximately 2,000 pupils. In addition to showing slides and answering pupils' questions, each lawyer discussed his own career development. The slide presentation has served as a prototype for similar slide presentations in other parts of the country.

L. Interviews With Children and Parents. Analysis of data secured through interviews with 180 pupils and parents has continued. Information as to children's interests and knowledge was utilized in materials development. Pupils and parents identified for interviews in FY 1968 now are being used as a base for a longitudinal study of children's occupational interests, knowledge, and attitudes.

M. Library Display. A display of published occupational materials was maintained in the Professional Library of the Atlanta Public Schools. Materials developed by the staff, as well as lists of recommended items, were included for free distribution. These were well received.

N. Health Careers Card Game. Thirteen health careers posters developed for the TV programs were adapted for use in a card game. The objective sought with the cards was to create awareness of health occupations. The cards were placed in selected classes of project schools where children originated games and established rules.

O. Health Careers Puzzle. A jigsaw puzzle was designed using the health careers illustrations. It was a composite of twelve health occupations.

P. Bookmarks. OIM staff members designed a bookmark to stimulate occupational awareness. Children were featured in illustrations portraying the taxi driver, salesman, beautician, and dental hygienist.

Q. Career Dolls. Career dolls representing selected occupations were hand-knitted from a commercially prepared pattern. The purpose of the dolls was to stimulate occupational awareness and discussion among young children.

R. Where in the World Are You Going? A motivational workbook for children in upper elementary grades was designed. Its purpose was to encourage self-analysis and occupational exploration.

S. Publications in Educational Journals, Trade Journals, Newspapers, and House Organs. Articles written by staff members and others have appeared in the Vocational Guidance Quarterly, the American Vocational Journal, the Atlanta Journal, the Savannah Morning News, the Monroe Advertiser, the Macon Telegraph, Georgia Magazine, Trux, Ties, Focus, and Research and Development Reviews.

Evaluation of Objectives and Activities

The evaluation procedures were designed to measure cognitive and affective changes among pupils. Various instruments were constructed to assess the effectiveness of project materials.

The "Countdown to the 70's" television series and co-curricular materials were utilized in project schools during the school year 1968-69. Assessment of the components of the program included informal and formal measurement techniques; i.e., opinions of guidance specialists, consultants, and advisory committee members; pre/post-test research design; and observations of pupils' behavior prior to, during, and after the introduction of experimental materials.

Two instruments were constructed to measure cognitive changes among pupils. Prior to the health occupations series, the pupils in the sixth grades of the developmental schools were asked to list health occupations with which they were familiar or which they had seen someone perform. After the four programs had been presented, the pupils were again asked to list health occupations. The results revealed greater differences in quality than in quantity of responses. That is, instead of general or irrelevant responses, such as "catfishing is a good job," the post-responses tended to include only health occupations.

It should be noted that in a number of classrooms health occupations posters and vocabulary lists were in view during the initial testing, which was scheduled the second reporting day for pupils.

After the health occupations series had been telecast, another instrument was administered. It was designed to measure the pupils' retention of factual information presented by telecasts and co-curricular materials. The test was administered to a group of pupils who had viewed all the telecasts in the series and to a control group who had seen none. A description and summary of this analysis is presented in Table 1.

TABLE 1

Summary of t-Test Analysis of Health Careers Test Data

The continuing evaluation of the health careers test data has revealed certain significant differences which are reported herein. From a questionnaire which required responses from teachers to the question, "How many programs were viewed by the pupils of each class?" Several teachers replied that the pupils had not viewed any of the programs, whereas other teachers replied that all four programs had been viewed by their pupils. Selections of classes were made from the former group and were designated the control group because they had not viewed any of the television programs of the health careers series. From the latter group, several classrooms were selected, and they comprised the experimental group because they had viewed all four programs. The results of the analysis are summarized as follows:

Control Group (Pupils who had viewed none of the programs)

Pretest mean	57.03
Posttest mean	65.18
t ratio	22.17*

Experimental Group (Pupils who had viewed all four programs)

Pretest mean	47.34
Posttest mean	78.73
t ratio	91.59*

Control (57.03) vs. Experimental (47.34) (Pretest)

t ratio	27.28

Control (65.18) vs. Experimental (78.73) (Posttest)

t ratio	37.52**

*Significant at the .01 level.

**The significance of the change is underscored by the fact that the experimental group had a lower pretest mean than the control group, but a higher posttest mean than the control group.

Summary of Teachers' Reactions to the Countdown to the 70's Programs

In a random sampling of the "Countdown to the 70's" programs among a random selection of teachers, there was unanimous agreement among the responses made by the teachers in that they felt that occupational information should be presented in the elementary and middle grades and recommended that the program, "Countdown to the 70's," be continued.

Teacher observations of the pupils' responses in the random sampling indicated that they felt the programs exerted influence on the pupils by helping the pupils to understand the relationship between education and occupations, developing respect for the occupations demonstrated; and, as a result of viewing the telecasts, the teachers felt that the pupils would make more realistic educational choices when they entered high school.

Although the teachers did not rate the level of the pupils' interest in the programs as highly as they did the level of influence exerted upon the pupils, they generally agreed that the telecast did affect the pupils, and they felt that the telecasts would likely influence the pupils to remain in school. The lower ratings in the level of interest and the activity of the discussions which the telecasts stimulated seemed to coincide with the telecast in which the teachers felt that the language perhaps tended to be too technical for sixth graders. However, there was general agreement that the telecasts clearly demonstrated the work of the individuals in the occupations shown were both appropriate and realistic for the pupils.

Although the telecasts did not necessarily relate to other classroom activities and objectives, there was general agreement among the teachers that supplementary materials--such as posters, study guides, and job descriptions--increased the effectiveness of the program.

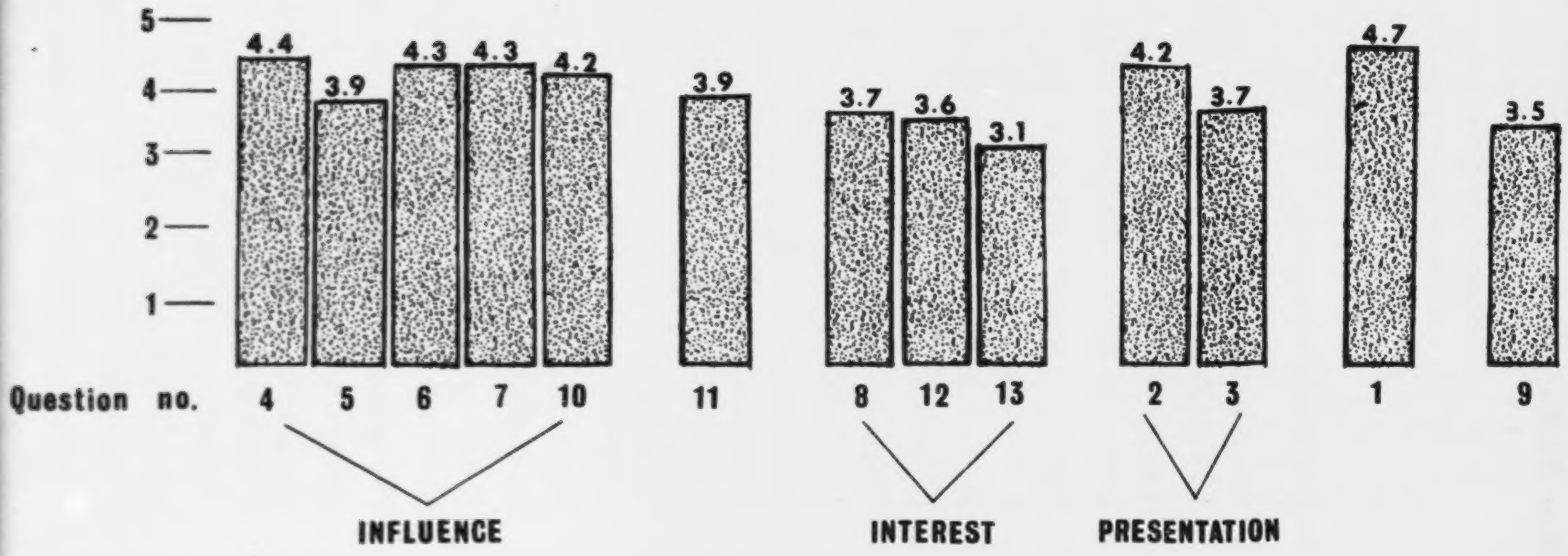
There were some cases in which the showing of the programs was inconvenient to be viewed by the classes. This seemed to be especially true in the junior high school where viewing of the programs conflicted with the change of classes.

A summary of the teachers' reactions to the program packages is presented in Table 2.

Twenty-one of the fifty-one questionnaires were returned for a 41 per cent return ratio.

TABLE 2

SUMMARY OF RESPONSES ON TEACHERS' OBSERVATIONS QUESTIONNAIRES



COUNTDOWN TO THE 70'S

Survey of Individual Telecast

Date ____________ Grade ____________ Teacher ____________

School ________________________ Program ____________

If your class did not view this program, please answer Section A only.
If your class viewed this program, please answer Section B only.

A. Please check appropriate reasons

- ( ) The TV set was not in satisfactory operation
- ( ) Schedule of program and/or materials were unavailable
- ( ) It was inconvenient to include in the day's lesson plans
- ( ) The program was not considered relevant
- ( ) Other (please state)

Ratings*

Strongly Agree = 5
Agree = 4
No Opinion = 3
Disagree = 2
Strongly Disagree = 1

* Rating for Question No.
is in reverse order.

B. Check appropriate response:

Mean Ratings

4.7 1. Occupational information should be presented in elementary and middle grades.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

4.2 2. The program clearly demonstrated the work of individuals in the occupations featured.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

3.7 3. The language of the telecast was appropriate for children in the 6th grade.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

4.4 4. Pupils who view this telecast will probably develop more respect for the occupations demonstrated.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

3.9 5. The telecast is likely to influence pupils to remain in school.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

4.3 6. As a result of viewing the telecast, pupils will make more realistic educational choices when they enter high school.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

4.3 7. The telecast helps pupils to understand the relationship between education and occupation.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

3.7 8. The telecast did not affect the pupils in any way.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

3.5 9. The telecast related to other classroom activities and objectives.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

4.2 10. The occupations shown were appropriate and realistic for the pupils.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

3.9 11. The supplementary materials, i.e., posters, study guides, job descriptions, etc., increased the effectiveness of the program.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

3.6 12. Pupils were interested in the program.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

3.1 13. The program stimulated active discussion among pupils.
( ) Strongly agree ( ) Agree ( ) No Opinion ( ) Disagree ( ) Strongly Disagree

I recommend that the program be continued.
( ) Yes ( ) No

Television Coverage Surveys

A television coverage survey was conducted by station WETV in an attempt to determine the number of pupils viewing the various educational television programs. The survey indicated that an estimated 5,542 pupils in Atlanta and Fulton County schools viewed the series. A summary and comparisons are presented in Tables 3 and 4.

TABLE 3

ANNUAL SURVEY OF ELEMENTARY SCHOOL PROGRAM USE 1968 - 1969

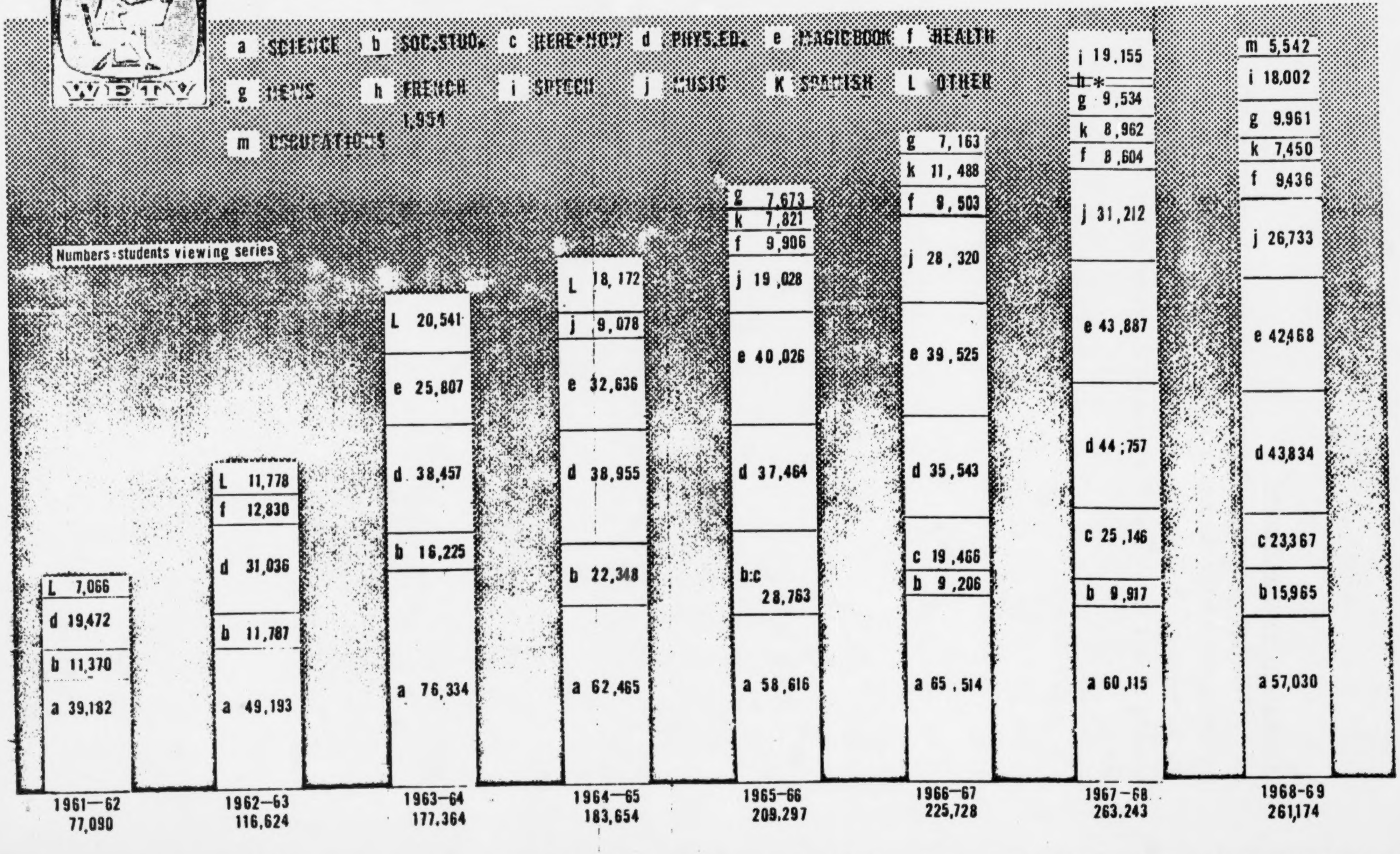


TABLE 4

A COMPARISON OF WLTV PROGRAM USE

1961-62 and 1968-69

ELEMENTARY SCHOOLS
ATLANTA AND FULTON COUNTY

SUBJECT	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
Science								
1 *			12,858	9,650	9,839	10,034	9,947	9,700
2			11,480	9,863	8,970	9,736	9,050	8,420
3	FIGURES NOT AVAILABLE		11,616	9,960	9,632	10,052	9,066	8,182
4	1961-62	1962-63	11,229	9,621	8,930	9,893	9,141	7,774
5			10,431	8,650	8,059	8,832	7,813	7,503
6			9.519	7.790	7,367	7,724	7,384	7,708
7			9,201	6,931	5,819	9,243	7,714	7,149
EMR **								438
Sub Total Science	39,182	49,193	76,334	62,465	58,616	65,514	60,115	57,030
Spanish 3	--	--	--	--	--	--	--	1,001
4	2,506	2,981	4,239	3,386	2,666	6,095	4,496	1,523
5	--	--	2,071	2,376	1,994	2,680	1,945	1,022
6	--	--	--	1,882	1,769	1,250	1,439	1,185
7	--	--	--	--	1,392	1,463	1,082	1,120
Sub Total Spanish	2,506	2,981	6,310	7,644	7,821	11,488	8,962	7,450
Social Studies	11,370	11,787	16,225	7,205	8,013	9,206	9,917	15,965
Here and Now (Resource)	--	--	--	15,143	20,750	19,466	25,146	23,367
Physical Education	19,472	31,036	38,457	38,955	37,464	35,543	44,757	43,834
Magic Book I & II	--	--	25,807	32,636	40,026	39,525	43,887	42,468
Music I, II, & III	--	--	--	9,078 (III)	19,028 (II & III)	28,320	31,212	26,733
Health	175	12,830	5,364	6,001	9,906	9,503	8,604	9,436
News	--	6,676	7,240	4,527	7,673	7,163	9,534	9,961
Math 7-8	1,879	--	--	--	--	--	--	--
Word Study	--	--	1,627	--	--	--	--	--
French I	2,506	1,394	--	--	--	--	1,954	1,386
French II	--	727	--	--	--	--	--	--
Speech	--	--	--	--	--	--	19,155	18,002
Occupations	--	--	--	--	--	--	--	5,542
Sub Totals	35,402	64,450	94,720	113,545	142,860	148,726	194,166	196,694
TOTAL	77,090	116,624	177,364	183,654	209,297	225,728	263,243	261,174

* Includes Kdg. Classes Using Science 1

** No Indication Given As To Which Level Utilized

Impact of Project on Attitudes of Pupils

In assessing the attitude of pupils towards law and law enforcement, an instrument, "What I think and How I Feel", was developed to discover the pupils' image of the law enforcement official and laws in the structured patterns of society. Utilizing the semantic differential technique, scales which had high factor loadings, as determined in prior research by Osgood and fellow researchers, in evaluative, potency, and activity qualities were used. Although the concepts chosen were capable of eliciting varied responses, judicious selection of concepts included considerations for both a close relationship to the subject as well as an authoritative relationship. For investigative purposes the slang terminology "The Fuzz" was also included in the list of concepts.

The tests were administered by personnel from the Research and Development Division to the sixth graders in the developmental schools approximately two months following the presentation of the program on law enforcement. The pupils were assured that the tests would not in any way affect their grades, nor would their individual test answers be revealed to their parents, teachers, principal or to any one else except the research personnel who would not reveal any information about any individual participating in the testing. In many cases the teacher left the room while the tests were being administered. Pupils were asked to hold up their hands if they had any questions and their questions were answered on an individual basis by research personnel going to the pupil. The vast majority of questions centered around word recognition, while a considerable number centered around the definition of "Discipline," "delicate" and "energetic." If the pupil did not know what "The Fuzz" meant or if he had never heard of the word before, he was asked to just make that notation on his paper and not to rate that concept. Dividing the testing into six groups (viz. control group, experimental group, control-high socioeconomic group, control-low socioeconomic group, experimental-high socioeconomic group, experimental-low socioeconomic group) a distance-cluster analysis was computed for the nine concepts. This involved first computing the D statistic (utilized also by Osgood and his colleague) and then computing a matrix table of per cent of similarity between the concepts. Computing "r" between the 36 similarity percentages the degree of agreement on the evaluative scales between the Groupings of Control vs. Experimental and subgroups Control-High Socioeconomic vs. Experimental-High Socioeconomic and Control-Low Socioeconomic vs. Experimental-Low Socioeconomic was established.

The clustering of the concepts for the various groupings is illustrated by the differential shading of the similarity coefficient matrices for the evaluative scales. See Tables 5, 6, and 7. In all groups it is interesting to note that "Parent" and "Protector" emerge with the highest ratings; and "Discipline" and "The Fuzz" receive the lowest ratings. In the Experimental Low Socioeconomic group there are three major clusters which exclude "The Fuzz," whereas in the Experimental High Socioeconomic group there are again three major clusters but "The Fuzz" clusters more closely to "Discipline", (Tables 6 and 7). This differentiation is caused by a higher rating for "Discipline" and a lower rating for "The Fuzz" given by the lower socioeconomic group.

It can also be noted that in the Control Groups there is the tendency for an enlarged major clustering and a smaller one, whereas in the Experimental Groups the clustering is more elongated and forms two or three clusters. This feature emits from a differentiation of the rating levels given the concepts by the various groups of pupils. Although the average ratings in all concepts were higher with the Control Group than with the Experimental Group, the differentiation would nontheless suggest that the Experimental Group perhaps because they are better informed are able to make more discriminating value judgements.

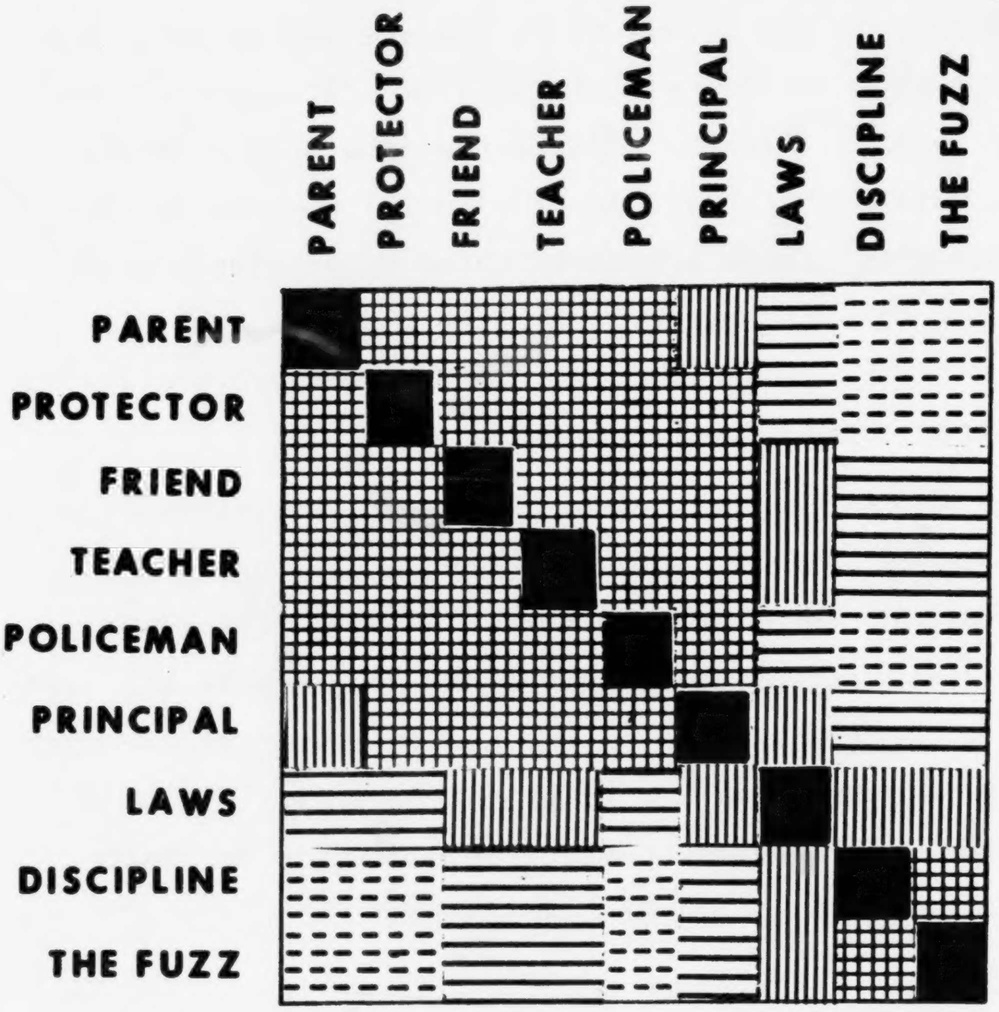
Computing "r" on the similarity matrices revealed a correlation of .80 in the Control vs. the Experimental Group, an .88 in the Control-High Socioeconomic Group vs. Experimental High Socioeconomic Group and an .74 in the Control Law socioeconomic Group vs. Experimental Law Socioeconomic Group. However, in computing "r" between the Experimental High and Experimental Law Socioeconomic groups a correlation of .84 is established. In like manner computing "r" between the Control High and Control Low socioeconomic group there is only a correlation of .75. Hence, it appears that there was especially an impact made on the Experimental Low Socioeconomic group which influenced their value judgements on authorative figures.

In an overall picture the Control Group associated "Parent", "Protector", Friend", "Teacher", "Policeman", and "Principal" in a large cluster, setting "Laws" off somewhat by itself and then closely associating "Discipline" and "The Fuzz" in another cluster, Table 5 . On the other hand, the Experimental Group closely associated "Parent", "Protector", and "Friend" then stretch out to a "Policeman" - "Principal" cluster with "Teacher" forming a connecting link to the "Laws" - "Discipline" cluster. "The Fuzz" received a lower mean rating from the Experimental Group than from the Control Group and as can be seen in the similarity matrices was set further apart from the other concepts by the Experimental Group than by the Control Group.

TABLE 5

SIMILARITY COEFFICIENT MATRICES IN ATTITUDE STUDY

EVALUATIVE SCALES



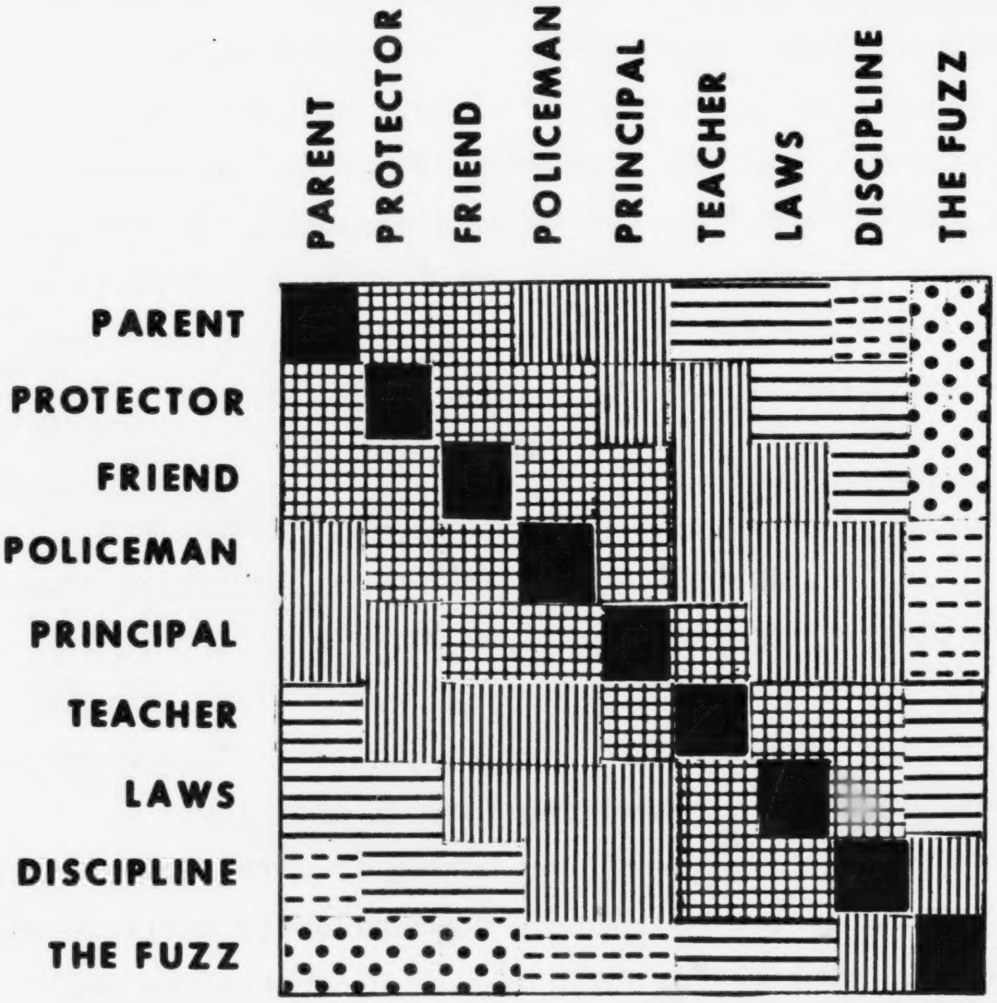
CONTROL GROUP

N=106

	PARENT	PROTECTOR	FRIEND	TEACHER	POLICEMAN	PRINCIPAL	LAWS	DISCIPLINE	THE FUZZ
PARENT	■	▦	▦	▦	▦	▥	▤	┅	┅
PROTECTOR	▦	■	▦	▦	▦	▦	▤	┅	┅
FRIEND	▦	▦	■	▦	▦	▦	▥	▤	▤
TEACHER	▦	▦	▦	■	▦	▦	▥	▤	▤
POLICEMAN	▦	▦	▦	▦	■	▦	▤	┅	┅
PRINCIPAL	▥	▦	▦	▦	▦	■	▥	▤	▤
LAWS	▤	▤	▥	▥	▤	▥	■	▥	▥
DISCIPLINE	┅	┅	▤	▤	┅	▤	▥	■	▦
THE FUZZ	┅	┅	▤	▤	┅	▤	▥	▦	■

PER CENT SIMILARITY

100	■
90-99	▦
80-89	▥
70-79	▤
60-69	┅
50-59	⁘



EXPERIMENTAL GROUP

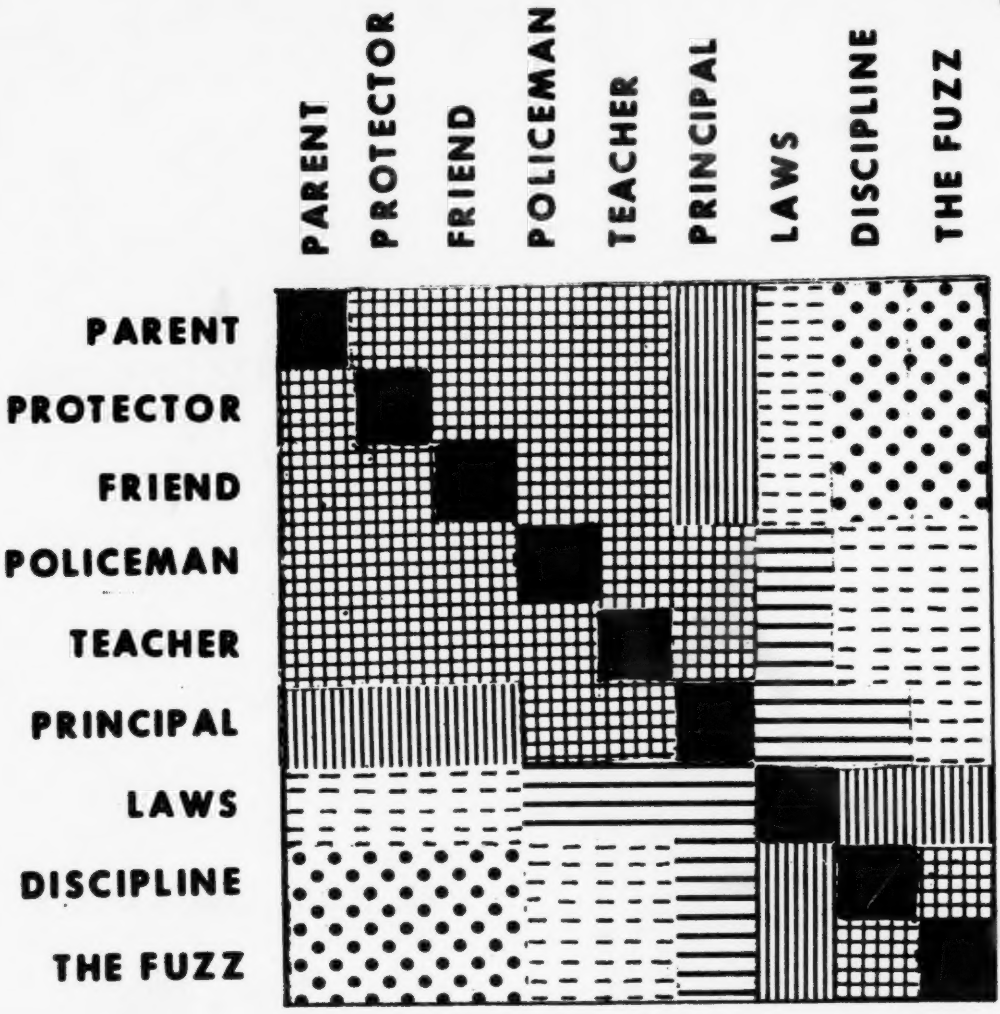
N=157

	PARENT	PROTECTOR	FRIEND	POLICEMAN	PRINCIPAL	TEACHER	LAWS	DISCIPLINE	THE FUZZ
PARENT	■	▦	▦	▥	▥	▤	▤	┅	⁘
PROTECTOR	▦	■	▦	▦	▥	▥	▤	▤	⁘
FRIEND	▦	▦	■	▦	▦	▥	▥	▤	⁘
POLICEMAN	▥	▦	▦	■	▦	▥	▥	▥	┅
PRINCIPAL	▥	▥	▦	▦	■	▦	▥	▥	┅
TEACHER	▤	▥	▥	▥	▦	■	▦	▦	▤
LAWS	▤	▤	▥	▥	▥	▦	■	▦	▤
DISCIPLINE	┅	▤	▤	▥	▥	▦	▦	■	▥
THE FUZZ	⁘	⁘	⁘	┅	┅	▤	▤	▥	■

TABLE 6

SIMILARITY COEFFICIENT MATRICES IN ATTITUDE STUDY

EVALUATIVE SCALES

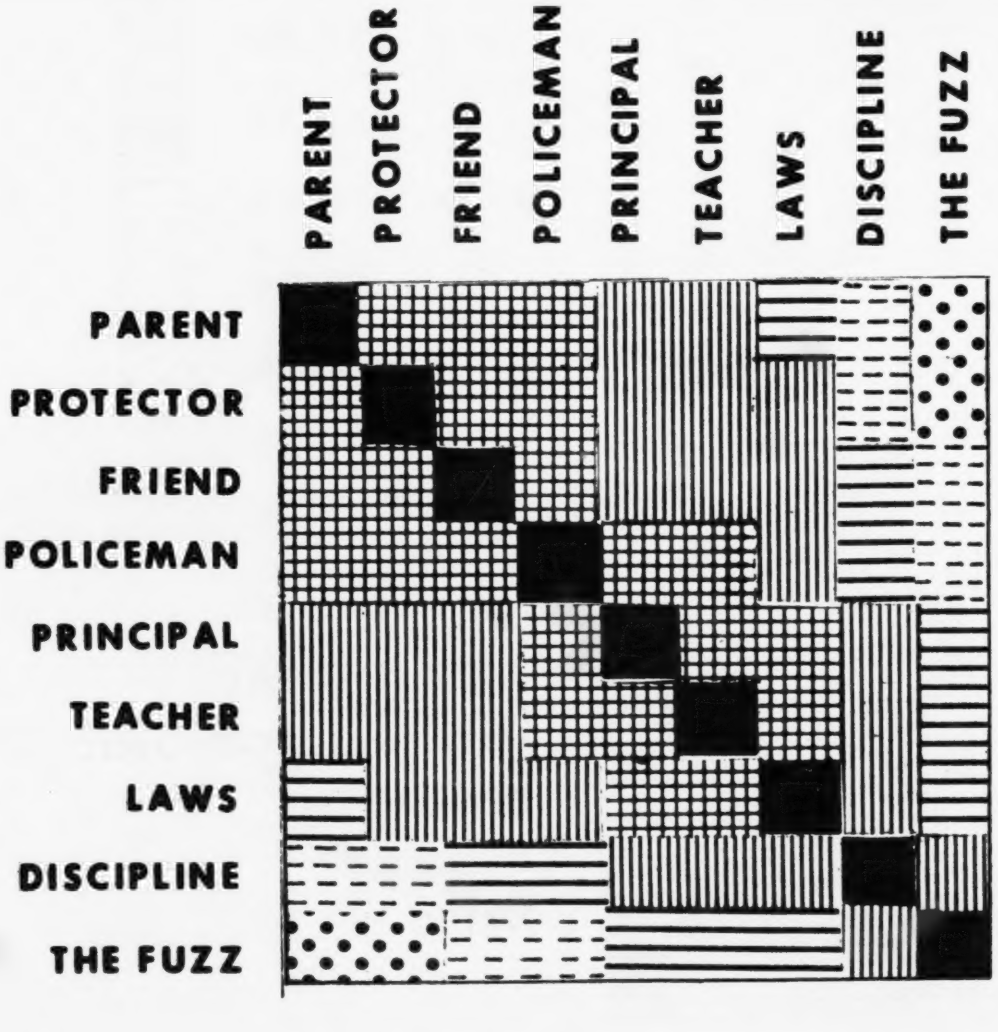


CONTROL
HIGH SOCIOECONOMIC
GROUP

N=45

PER CENT SIMILARITY

100	■
90-99	▦
80-89	▥
70-79	▤
60-69	┅
50-59	⁘



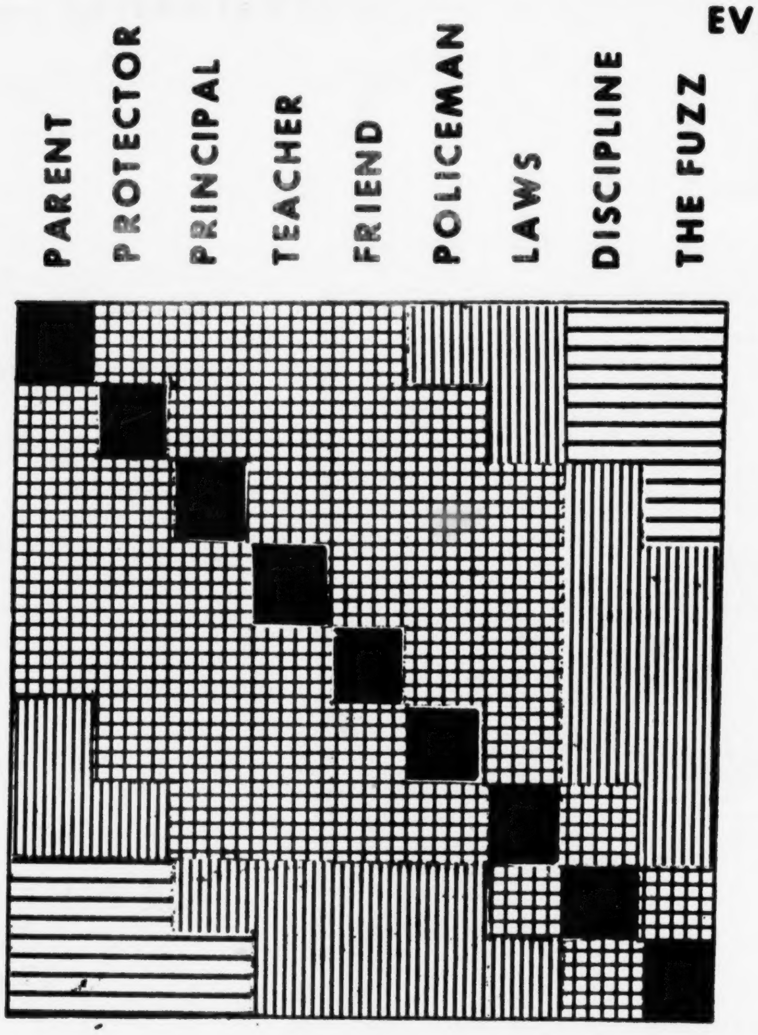
EXPERIMENTAL
HIGH SOCIOECONOMIC
GROUP

N=55

TABLE 7

SIMILARITY COEFFICIENT MATRICES IN ATTITUDE STUDY

EVALUATIVE SCALES



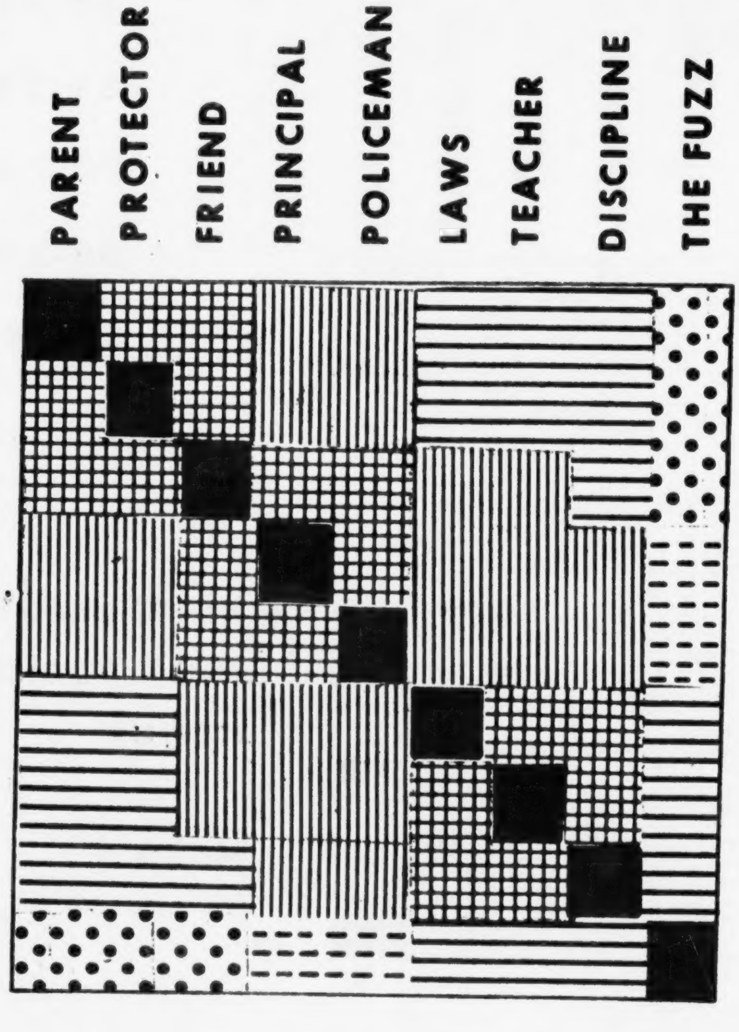
CONTROL
LOW SOCIOECONOMIC
GROUP

N=61

	PARENT	PROTECTOR	PRINCIPAL	TEACHER	FRIEND	POLICEMAN	LAWS	DISCIPLINE	THE FUZZ
PARENT	100	90-99	90-99	90-99	90-99	80-89	80-89	70-79	70-79
PROTECTOR	90-99	100	90-99	90-99	90-99	90-99	80-89	70-79	70-79
PRINCIPAL	90-99	90-99	100	90-99	90-99	90-99	90-99	80-89	70-79
TEACHER	90-99	90-99	90-99	100	90-99	90-99	90-99	80-89	80-89
FRIEND	90-99	90-99	90-99	90-99	100	90-99	90-99	80-89	80-89
POLICEMAN	80-89	90-99	90-99	90-99	90-99	100	90-99	80-89	80-89
LAWS	80-89	80-89	90-99	90-99	90-99	90-99	100	90-99	80-89
DISCIPLINE	70-79	70-79	80-89	80-89	80-89	80-89	90-99	100	90-99
THE FUZZ	70-79	70-79	70-79	80-89	80-89	80-89	80-89	90-99	100

PER CENT SIMILARITY

100	■
90-99	▦
80-89	▥
70-79	▤
60-69	┅
50-59	⁘



EXPERIMENTAL
LOW SOCIOECONOMIC
GROUP

N=102

	PARENT	PROTECTOR	FRIEND	PRINCIPAL	POLICEMAN	LAWS	TEACHER	DISCIPLINE	THE FUZZ
PARENT	100	90-99	90-99	80-89	80-89	70-79	70-79	70-79	50-59
PROTECTOR	90-99	100	90-99	80-89	80-89	70-79	70-79	70-79	50-59
FRIEND	90-99	90-99	100	90-99	90-99	80-89	80-89	70-79	50-59
PRINCIPAL	80-89	80-89	90-99	100	90-99	80-89	80-89	80-89	60-69
POLICEMAN	80-89	80-89	90-99	90-99	100	80-89	80-89	80-89	60-69
LAWS	70-79	70-79	80-89	80-89	80-89	100	90-99	90-99	70-79
TEACHER	70-79	70-79	80-89	80-89	80-89	90-99	100	90-99	70-79
DISCIPLINE	70-79	70-79	70-79	80-89	80-89	90-99	90-99	100	70-79
THE FUZZ	50-59	50-59	50-59	60-69	60-69	70-79	70-79	70-79	100

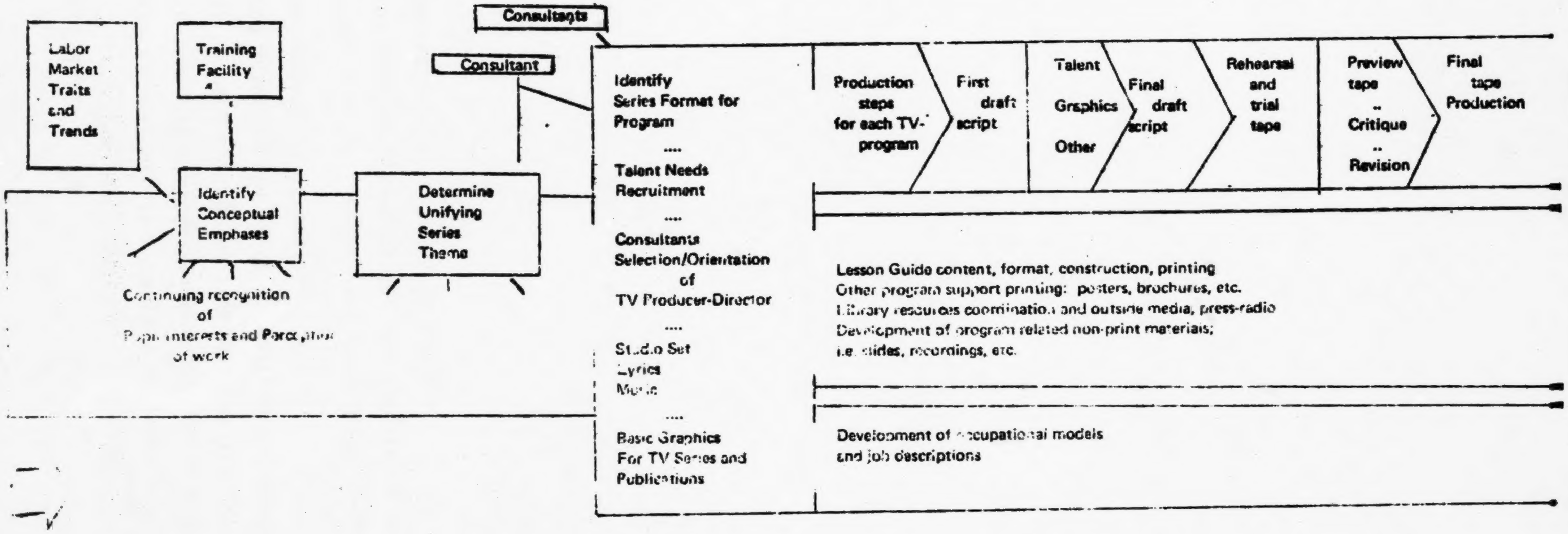

Labor
Market
Traits
and
Trends
Training
Facility
Identify
Conceptual
Emphases
Continuing recognition
of
Pupil interests and Perception
of work
Determine
Unifying
Series
Theme
Consultants
Consultant
Identify
Series Format for
Program
....
Talent Needs
Recruitment
....
Consultants
Selection/Orientation
of
TV Producer-Director
....
Studio Set
Lyrics
Music
....
Basic Graphics
For TV Series and
Publications
Production
steps
for each TV-
program
First
draft
script
Talent
Graphics
Other
Final
draft
script
Rehearsal
and
trial
tape
Preview
tape
..
Critique
..
Revision
Final
tape
Production
Lesson Guide content, format, construction, printing
Other program support printing: posters, brochures, etc.
Library resources coordination and outside media, press-radio
Development of program related non-print materials;
i.e. slides, recordings, etc.
Development of occupational models
and job descriptions

TABLE 8

MODEL FOR PREPARATION OF
OCCUPATIONAL INFORMATION

TV SERIES
FOR UPPER ELEMENTARY
AND MIDDLE GRADES

Gilbert Tauffner

POOR ORIGINAL COPY - BEST
AVAILABLE AT TIME FILMED

POOR ORIGINAL COPY - BEST

Analysis of Interviews with Children

The purpose of this study, which was based on individual interviews, was to assess children's occupational observations, interests, and disinterests. The interviews were conducted during initial phases of the project, "Formulation of Models for Preparing Occupational Materials for Pupils From Various Socio-Economic Levels in Grades Three Through Eight."

The significance of interviews with pupils was established in the original design of the project. Detailed in its specifications was the concept of presenting occupational information along a continuum moving from that which was known to the children to that which was unfamiliar to them. A data base of children's concepts of the world of work was necessary in order to identify occupations appropriate for presentation to pupils at various levels of development. In addition to interviews as an information-gathering technique, both structured and free-response written inventories were administered.

The interviews were planned as part of a qualitative analysis of children's occupational interests, knowledge and attitudes. They were conducted by professional staff members during a period of approximately nine months.

The opening of each interview varied according to the pupils' reactions, but always followed a similar general format. During the initial and unrecorded phase, the interviewer att mpted to establish rapport while explaining that the schools wanted "to help children learn about the kinds of work grown people do to earn a living". The pupil was told that he was one of 30 in his grade in the city who had been chosen to help the schools find out how to do this. Then he was asked whether he would be willing to help by talking with the interviewer.

After demonstrating the tape recorder, the staff member followed a schedule which was structured as a guided conversation. The topics could be introduced in any order, and subjects initiated by the child were warmly accepted. When concluding the session, the staff member thanked the child and attempted to leave him with a feeling of acceptance and success.

The sample consisted of 180 pupils in grades three through eight. They attended 9 schools designated to the project as representative of higher and lower socio-economic levels. Approximately 30 children from each grade level with balanced distribution across schools and between sexes.

Candidates for interviews were selected on the basis of an earlier survey conducted in project schools. It utilized a free response instrument, designed by a staff member which gave pupils an opportunity to respond to the following: "What I like to do," "What I don't like to do," "Jobs I have seen," and "I know somebody who does these jobs." This was reported by approximately 1,600 children in grades three through eight. The selection technique for pupils to be interviewed made possible a sample of children with varied interests.

In addition to information from children's free responses, eleven major variables were identified in the analysis of the data. These variables included the following:

1. Major occupational interests
2. Major occupational disinterest
3. Occupations observed by pupil
4. Present occupations of parents - Father and Mother
5. Major after-school afternoon activity
6. Favorite recreation - play and games
7. Favorite activity
8. Favorite TV program
9. Favorite subjects for reading
10. Whether book on occupation has been read
11. Favorite comic strip

Differing values of N existed for many variables in the data for two reasons. First, the interviewer did not pressure any pupil to answer questions which he seemed to reject. A prevailing consideration was to avoid leaving the child with a negative attitude or a depressed self concept after the interview.

Second, some questions occurred to the staff and were merged into the interview schedule intermittently during the year.

Young people must be aware of the existence of an occupation before they can consider it as a choice; they often become aware through personal observation. To discover what occupations have been seen by children who comprised the sample, the interviewer asked, "What are some kinds of work you have seen people doing?"

Children varied, of course, in the complexity and the number of occupations they reported. All responses of each pupil were tabulated in the data; 153 children named 189 different job titles in 683 responses. The majority of job titles were duplicated by different children, but eighteen were mentioned once. Specific local employers, rather than occupations, were designated in eight responses. Forty-eight occupations were duplicated by children from higher and lower socio-economic groups. Pupils often applied different job titles to the same type of work. "Mason," for example, was sometimes referred to as "do brick work." Such closely related responses were combined.

For analysis, a classification system was adapted from the Dictionary of Occupational Titles that permitted the condensing of all occupations reported two or more times into 7 major occupational categories or 25 subgroups. Occupations recorded once were classified as singleton responses.

In converting this information into per cent, the number of responses was used rather than the number of pupils or occupations. Thus, occupations in medicine and health were presented in Table 9 as two per cent of the total of 683 responses. This approach seemed appropriate because the purpose of the investigation was to determine the degree to which various occupations were known to children.

An analysis of the data disclosed many significant relationships. As shown in Table 9, the greatest proportion of occupations observed by both higher and lower socio-economic groups, 38 per cent was in the service classification. This classification included domestic service, with 21 per cent, the highest rate of any subgroup, as well as food preparation, 6 per cent and protective services, 7 per cent.

Construction work, in the structural work category, represented 15 per cent of total responses. This may have been due to new buildings under construction at two of the school sites.

Occupations in education were observed with a total representation of 10 per cent. These comprised the largest division of the professional category.

The occupational observations that were reported once included "milk cows," "pilot a plane," and "cut meat."

Occupational Interests

A question was included in the interviews to discover whether pupils in the sample had developed occupational interests and aspirations.

During the latter part of each interview, the staff member asked, "Are there some kinds of work you have thought of that you feel that you might like to do when you grow up?" The words were carefully selected to avoid forcing the child to make a choice which he might feel obligated to maintain.

One hundred seventy-eight children responded to this question. Many children divulged the names of several jobs which attracted them. For analysis, the initial response of each pupil was accepted as his primary occupational interest. Occupations

TABLE 9

OCCUPATIONAL OBSERVATIONS
REPORTED BY 153 PUPILS
ENROLLED IN GRADES 3 THROUGH 8

PUPIL' RESPONSES: CLASSIFIED BY OCCUPATION[1]	PER CENT DISTRIBUTION OF PUPILS' RESPONSES[2]		
	Socio-Economic Level of Pupils		
	Higher N=305 Responses	Lower N=378 Responses	Total N=683 Responses
Professional, Technical, and Managerial Occupations			
Medicine and Health	2 %	3 %	2 %
Education	10	10	10
Entertainment and Recreation	1	0	1
Total	13	13	13
Clerical and Sales Occupations			
Stenography, Typing, Filing, and Related	2	4	3
Cash Register Operating (Cashier)	2	1	1
Information and Message Distribution (Post Office)	1	2	1
Surveying (Interviewer)	1	0	1
Retail Sales	7	9	8
Total	13	16	14

[1] Categories adapted from Dictionary of Occupational Titles classification.

[2] All observations reported by every pupil were included in "Responses."

Source: Individual Interviews with Atlanta Public School Pupils during the school year 1967-68.

TABLE 9 continued

	Socio-Economic Level of Pupils		
	Higher	Lower	Total
Service Occupations			
Domestic Service	25 %	20 %	21 %
Food and Beverage Preparation and Service	7	5	6
Barbering, Cosmetology, and Related	0	1	1
Animal Care	1	0	1
Child Care	0	1	1
Laundering	1	1	1
Protective Service Occupations:	-	-	-
Fireman	1	1	1
Policeman or Detective	8	5	6
Total	43	34	38
Machine Trades Occupations			
Mechanic or Machinery Repairman	0	3	1
Bench Work Occupations			
Television Service or Repairman	1	1	1
Structural Work			
Electricity and Telephone Installation	1	2	1
Construction	12	15	15
Total	13	17	16
Miscellaneous Occupations			
Motor Freight (Truck Driver)	0	1	1
Passenger Transportation	4	1	2
Attendant or Serviceman, Parking Lot	8	3	5
Disposal of Refuse (Garbage or Trashman)	1	4	3
Street Cleaning	0	3	2
Total	13	12	13

TABLE 9 continued

	Socio-Economic Level of Pupils		
	Higher	Lower	Total
Special Exclusions From Preceding Categories			
Specific Local Firm Named by Pupil	2	1	1
Singleton Response (Occupation observed by one Pupil)	2	3	3
Total	100	100	100

reported by two or more children were classified into six major categories and 21 subgroups adapted from the Dictionary of Occupational Titles. Occupations mentioned one time were grouped together as singleton responses.

As shown in Table 10, 55 per cent of the children expressed ambitions for occupations in the professional, technical, or managerial fields. The proportion for pupils from lower socio-economic levels was 60 per cent; from higher socio-economic levels, 51 per cent. Education was represented in 21 per cent of the cases, and medicine in 19 per cent. Lower socio-economic groups favored education more than any other type of work.

The area of protective services represented the second highest, or 14 per cent of the total. However, when specific occupational subgroups were evaluated, one of the few major differences between higher and lower socio-economic levels appeared. Higher socio-economic level children preferred fireman and policeman with rates of 7 per cent and 10 per cent, compared to 2 per cent and 1 per cent for lower socio-economic level children. The direction of preference was reversed for armed services. Pupils from higher socio-economic groups expressed interest in this area in 1 per cent of the replies, while those from lower socio-economic groups named the armed services occupations at a rate of 8 per cent.

Seven per cent of the pupils said they had not thought of any kind of work in which they were interested.

Singleton responses, in which an occupation was named by one pupil, included fly a helicopter, work in a steel mill, and be a nun in Switzerland.

Occupational Disinterests

The authors of the proposal for the OIM project pointed out that children may often make vocational decisions on the basis of occupational rejections or disinterests. For this reason, the interviewer asked, "If there are any kinds of work you feel you would not like to do when you grow up, what are they?"

As shown in Table 11, 99 pupils responded to this question. Occupations reported as disinterests by two or more children were classified in six major categories and 13 subgroups.

The occupation most frequently designated as a rejection was garbage man, with 14 per cent of the total. Nineteen per cent of children in lower, and 9 per cent in higher socio-economic groups specified this occupation.

TABLE 10

PRIMARY OCCUPATIONAL INTEREST
REPORTED BY 178 PUPILS
ENROLLED IN GRADES 3 THROUGH 8

PUPILS' INTERESTS: CLASSIFIED BY OCCUPATION [1]	PUPILS' INTERESTS: PER CENT DISTRIBUTION AMONG OCCUPATIONS[2]		
	Socio-Economic Level of Pupils		
	Higher N=85 Pupils	Lower N=93 Pupils	Total N=178 Pupils
Professional, Technical, and Managerial Occupations			
Architecture and Engineering	2 %	0 %	1 %
Medicine and Health (Doctor or Nurse)	17	21	19
Education (Teacher or Principal)	19	27	21
Law and Jurisprudence	1	2	2
Religion	1	1	1
Writing	1	1	1
Entertainment and Recreation	1	3	2
Athletics and Sports	9	5	8
Total	51	60	55
Clerical and Sales Occupations			
Stenography, Typing, Filing, and Related	9	6	7
Computer Operating	2	0	1
Information and Message Distribution (Post Office)	0	2	1
Retail Sales	0	2	1
Total	11	10	10

---

[1] Categories adapted from Dictionary of Occupational Titles classification.

[2] The initial response of each pupil was accepted as his primary occupational interest.

Source: Individual interviews with Atlanta Public school pupils during 1967-68 school year.

TABLE 10 continued

	Socio-Economic Level of Pupils		
	Higher	Lower	Total
Service Occupations			
Food and Beverage Preparation and Service	0 %	2 %	1 %
Barbering, Cosmetology and Related	0	2	1
Airline Stewardess	2	1	2
Protective Service	–	–	–
Fireman	7	2	4
Policeman	10	1	6
Armed Forces	1	8	4
Total	20	16	18
Machine Trades Occupations			
Mechanic or Machinery Repairman	2	0	1
Structural Work Occupations			
Construction	2	3	3
Transportation			
Bus Driver	1	2	2
Special Exclusions From Preceding Categories			
No occupational Interest Reported by Pupil	8	5	7
Singleton Responses (Occupation Specified as an Interest by one pupil)	5	4	4
Total	100	100	100

TABLE 11

PRIMARY OCCUPATIONAL DISINTEREST
REPORTED BY 99 PUPILS
ENROLLED IN GRADES 3 THROUGH 8

PUPILS' DISINTERESTS: CLASSIFIED BY OCCUPATION[1]	PUPILS' DISINTERESTS: PER CENT DISTRIBUTION AMONG OCCUPATIONS[2]		
	Socio-Economic Level of Pupils		
	Higher N=47 Pupils	Lower N=52 Pupils	Total N=99 Pupils
Professional, Technical, and Managerial Occupations			
Medicine and Health (Nurse or Surgeon)	7 %	8 %	7 %
Education (Teacher)	4	8	6
Entertainment	2	1	2
Athletics and Sports	4	6	5
Total	17	23	20
Clerical and Sales Occupations			
Salesperson	6	4	5

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[1] Categories adapted from Dictionary of Occupational Titles classification.

[2] The initial response of each pupil was accepted as his primary occupational disinterest or rejection.
Source: Individual interviews with Atlanta Public School pupils during school year 1967-68.

TABLE 11 continued

	Socio-Economic Level of Pupils		
	Higher	Lower	Total
Service Occupations			
Domestic Service	13 %	10 %	11 %
Food and Beverage Preparation and Service	4	6	5
Child Care	0	4	2
Laundering	0	4	2
Protective Service (Policeman)	9	6	7
Total	26	30	27
Machine Trades Occupations			
Mechanic or Machinery Repairman	4	1	3
Structural Work Occupations			
Construction	4	6	5
Miscellaneous Occupations			
Disposal of Refuse (Garbage Man)	9	19	14
Special Exclusions From Preceding Categories			
No Occupational Disinterest Reported by Pupil	6	4	5
Singleton Responses (Occupation specified as a Disinterest by one pupil)	28	13	21
Total	100	100	100

Domestic service was also reported often as a disinterest, with a rate of 11 per cent of the total. Children from the higher socio-economic levels rejected this occupation in 13 per cent of the cases as compared to 10 per cent from the lower.

The service category was often rejected, with a rate of 27 per cent; but professional, technical, and managerial occupations were noted as disinterests in 20 per cent of cases.

Five per cent of the pupils expressed no occupational disinterest; this was close to the rate of 7 per cent who expressed no occupational interest, as shown in Table 10. Another comparison between interests and disinterests could be made for occupations in education. It was specified as an interest by 21 per cent of the pupils, as shown in Table 10, while 6 per cent rejected it, as displayed in Table 11.

As shown in Table 11, 21 per cent of the pupils gave responses which were classified as singleton because the occupation was reported by only one child. These occupational disinterests included dogcatcher, undertaker, and timber cutter.

Conclusion

A child's ability to report certain occupations as observations, interests, or disinterests does not, of course indicate a familiarity with the associated activities, preparation, or life style. However, the fact that a pupil can name or describe an occupation demonstrates that he is aware of its existence.

Data which defined the parameters of children's concepts of the world of work provided the OIM staff with a starting point in preparing materials about occupations. On the basis of information from this and other studies, materials have been prepared which should enable pupils to expand their occupational awareness from the known to the unknown.

Results Exceeding Expectations

The projected materials development schedule, which was included in plans for FY 67-68, suggested the production of materials for twenty-five occupational clusters by the end of the second year. Exceeding expectations, the "Countdown to the 70's" series presented thirty-nine clusters of occupations. The materials included the television programs, single concept posters, curriculum guides, job-description booklets, occupational games, and follow-up activities in the class-rooms. Pupils wrote poems, songs, and stories associated with occupations.

Publicity and professional endorsement of project activities and materials also have exceeded expectations. Requests for information and materials have come from numerous institutions and agencies throughout the United States. Furthermore, the materials are sometimes used for training purposes in industry and as prototypes for further productions.

Project Effects on the School System

The impact of the program is most graphically illustrated by the increased activities among project school personnel. Awareness of the need for occupational information increasingly is characteristic of teachers. They have cooperated with project staff members in the identification of needs and in the development and use of materials. In addition, they have provided relevant feedback information, which has given direction to project endeavors. Innovations of teachers and children (i.e., videotaping original songs and writing rules for games) have also exceeded expectations.

Effects of Project on Cooperating Agencies

The Atlanta Bar Association collaborated with the project staff in the production of the "Law in Your Life" slide and tape program during the first cycle of the project. The presentation has experienced continued use by project schools and other community agencies.

The project staff also cooperated with the Atlanta Rotary Club in the development of the first Rotary Vocational Services Seminar. One hundred pupils, four each from twenty-five Atlanta high schools, participated in the seminar which featured careers in education, nursing, engineering, medicine, secretarial work, insurance, and social work.

Other community agencies were involved with the project through their representatives on the project's Advisory Committee, the membership of which is presented in Appendix II. The project has exerted its influence on these agencies through a bi-monthly Progress Report, which has reported to them the activities and findings of the project staff. In return, they have had an impact on the project staff as they have related information regarding the job market situation and have rendered invaluable reactions and guidance. Accordingly, the impact has been reciprocal.

Estimated Cost of the Evaluation

Estimated cost of evaluating this project was $14,847.

Dissemination Activities

Project information and/or materials have been distributed through the media included in the following list:

Bi-monthly progress reports
School publicity media
Newspaper releases
Radio
Telecasts
Trade journals
State conferences and workshops
National conferences and workshops.*

Estimated cost of dissemination was $300.

Procedures for Continuing Project without Federal Support

Plans implemented by the OIM project have led to the creation and development of occupational materials by teachers and pupils. Ideas projected by the project study guides have been incorporated into various phases of the curriculum. Co-curricular materials, community resources, displays, field trips, and related activities are used in various ways to present accurate occupational information.

Summary of Costs for Period Covered by Narrative Report

A summary of projected costs to the end of the current project period is as follows:

$ 151,946 Total cost.
$ --- Total non-Federal support.
$ 151,946 Total Federal support under Title III, P.L. 89-10.
$ --- Total Federal support other than Title III, P.L. 89-10.

* A report of project activities was made at the symposium, Media and Methodology in Effecting Change, at the 1969 American Educational Research Association convention in Los Angeles. Members of the staff also presented a demonstration and symposium at the 1969 convention of the American Personnel and Guidance Association in Nevada.

PART III

PROJECTED ACTIVITIES

PART III - PROJECTED ACTIVITIES

Additional Educational Needs to Be Met

The first year of the project operation was characterized by identification of needs, surveys of existing materials, and assessment of pupil characteristics. The emphasis of the current period has been on materials development. Much of the materials development has been focused on the sixth grade level, with the expectation that productions would be appropriate for higher grade levels as well. The emphasis for FY' 70 will be on the development of materials appropriate for grades three through five.

Additional Objectives and Activities of the Program

Listed below are those objectives and activities which will receive priority in implementation during FY' 70. Of particular importance are those activities which relate to the evaluation of the program and to the effectiveness of the materials:

1. The survey and analysis of occupational information will be continued.
2. Assessment of pupils' interests and attitudes via individual interviews will be continued.
3. Interviews with parents will be continued.
4. The library of audio tapes will be further expanded.
5. Additional occupational materials will be prepared.
6. The television series, "Countdown to the 70's," developed in FY 1969, will be rescheduled for viewing and will be evaluated in FY 1970.
7. Collections of variables will be added to the data bank.
8. Occupational information will be disseminated as it is developed or identified.
9. Occupational information materials will be evaluated as they are presented in the schools.
10. In-service training sessions will be conducted for instructional personnel.
11. Opportunities will be provided for pupils and instructional personnel to express their opinions and observations in regard to the effectiveness of the materials.
12. Additional evaluative instruments will be designed or selected for use in measuring the effectiveness of materials.
13. The use of community resources in the preparation of materials will be continued.
14. Additional models for preparing occupational materials will be developed, utilizing salient components that have been identified.
15. Materials for visually handicapped pupils will be developed in cooperation with the coordinator of services for visually impaired children. These will include interviews with blind workers and autobiographical sketches prepared on audio tapes and in Braille.

Evaluation of Projected Objectives

A continuing program of evaluation has served to provide indicators of program success during the materials development phase. During FY' 70 a comprehensive effort will be made to relate measures of effectiveness of materials to pupil characteristics and to the pupils' and teachers' reactions to the various materials. Of particular concern will be the reactions of pupils to particular materials at various grade levels and with different socio-economic backgrounds. This will contribute to the development of models for the preparation of occupational materials that will have meaning and relevance for children.

The procedures to be used for evaluating the extent to which objectives will have been attained primarily will consist of objective tests of content assimilation, questionnaires relating to pupil and teacher reactions to presented materials, and measures of attitudinal changes toward certain occupations. However, each particular type of material will be evaluated according to a specific procedure suggested or dictated by the nature of the material. Comparisons will be based on homogeneous groups which will have been identified through the factor analysis and discriminant analysis of data obtained from the developmental schools, provided the statistical operations do, indeed, yield information that will make it possible to form distinct groups. If the latter is the case, then arbitrary classifications of groups by sex, socio-economic level, intelligence quotient, occupational preference, and occupations of parents will be assigned. From these comparisons will be drawn the generalizations regarding the effectiveness of the occupational materials for the various groups.

Dissemination Activities

The wide coverage of the project's previous accomplishments has been indicated, in part, by the letters of requests for additional information and materials. Copies of these inquiries are included in Appendix I. The following dissemination activities are planned for FY 1970:

1. Distribution of materials.
2. Publication of research findings and quarterly progress reports.
3. Participation in seminars, conferences, and meetings at local, state, and national levels.
4. Contribution of pulicity materials to news media and professional journals.

PART IV

FINANCIAL

PART IV - FINANCIAL

PROPOSED BUDGET

REQUEST FOR OPERATIONAL GRANT, ESEA, TITLE III

Program: Formulation of Models for Preparing Occupational Materials for Pupils From Various Socio-Economic Levels in Grades Three Through Eight

Applicant: Atlanta Board of Education of the City of Atlanta

Address: 224 Central Avenue, S. W., Atlanta, Georgia 30303

Date Submitted: June 30, 1969

Budget Period: September 1, 1969 - August 31, 1970

EXPENDITURE ACCOUNTS						
Classification	Acc't. No.	Project Time		Quantity	Salary, Rental, or Unit Cost	FY 1970 Budgeted Amount
		Full	Part			
ADMINISTRATION	100					
A. Salaries						
Professional						
Director		1	-	-	$18,450	$18,450
Research Associate		1	-	-	18,450	18,450
Non-Professional						
Senior Stenographer		2	-	-	5,424	10,848
B. Materials and Supplies						
Paper: Stationery, offset masters, envelopes, forms, index cards		-	-	-	-	130
Duplicating: Ink, masters, duplication and correction fluid		-	-	-	-	180
General: Pencils, erasers, staples, carbon paper, glue, file folders, stenographer's notebooks, gem clips, transparent tape		-	-	-	-	230
Postage:		-	-	-	-	105
C. Travel						
Local: 200 Days		-	-	4,500 mi.	$0.10/mi.	450
Out-of-State						
Transportation		-	-	20 trips	$100/trip	2,000
Per Diem		-	-	40 days	$18/day	720

EXPENDITURE ACCOUNTS

Classification	Acc't. No.	Project Time		Quantity	Salary, Rental, or Unit Cost	FY 1970 Budgeted Amount
		Full	Part			
D. Computer Services						
Statistical Analysis						
Keypunching		-	-	10,000 cds.	$0.05/cd.	$ 500
Computer Time		-	-	7 hours	$140/hour	980
Payroll, Accounting, Purchasing		-	-	600 items	$0.35/item	210
INSTRUCTION	200					
A. Salaries						
Professional						
Guidance Counselor Specialist		1	-	-	$15,005	15,005
Materials Editor		1	-	-	10,936	10,936
Graphic Specialist		1	-	-	10,936	10,936
Non-Professional						
Senior Stenographer		1	-	-	4,836	4,836
Typist-Clerk		2	-	-	4,836	9,672
Creative Writer		1	-	-	10,000	10,000
B. Contracted Services		-	-	-	-	2,000
C. Materials and Supplies						
Paper: Stationery, offset masters, envelopes, forms, index cards		-	-	-	-	75
Duplicating: Ink, masters, duplication and correction fluid		-	-	-	-	250
General: Pencils, erasers, staples, carbon paper, glue, file folders, stenographer's notebooks, gem clips, transparent tape		-	-	-	-	80
Postage:		-	-	-	-	75
Project Materials: Purchase of published materials		-	-	50 items	$3/item	150
D. Art and Graphic Material: Brushes, ink, paper, tissue, laminating film, drymount cloth,						

EXPENDITURE ACCOUNTS

Classification	Acc't. No.	Project Time		Quantity	Salary, Rental, or Unit Cost	FY 1970 Budgeted Amount
		Full	Part			
INSTR., Cont.	200					
D. Art and Graphic Material: (Continued) tapes, glues, cement, sprays, paints		-	-	-	-	$ 3,047
Reproduction		-	-	-	-	7,750
Material Production		-	-	-	-	30,800
Magnetic Tape		-	-	250 reels	$2/reel	500
E. Television Production						
Engineering Costs: Records, cameras, etc.		-	-	-	-	1,010
Production Costs: Film sequence, art, props, etc.		-	-	-	-	510
Video Tapes (1 hr.)		-	-	8 tapes	$250/tape	2,000
F. Travel						
Staff (200 days)		-	-	4,800 mi.	$0.10/mi.	480
Out-of-State						
Transportation		-	-	10 trips	$100/trip	1,000
Per Diem		-	-	20 days	$18/day	360
Consultants						
Local Transportation		-	-	4 days	$50/trip	200
Out-of-State		-	-	8 trips	$100/trip	800
Per Diem		-	-	25 days	$18/day	630
OPERATION	600					
Other Expenses						
Telephone Charge		-	-	9 months	$11/month	99
Toll calls and telegrams		-	-	23 calls	$3/call	69
FIXED CHARGES	800					
Employee benefits (6% of salary)						
Retirement, Workmen's Compensation, etc.						
Administration		-	-	-	-	4,430
Instruction		-	-	-	-	2,121
TOTAL						$173,128

PROPOSED BUDGET

REQUEST FOR OPERATIONAL GRANT, ESEA, TITLE III

Program: Formulation of Models for Preparing Occupational Materials for Pupils From Various Socio-Economic Levels in Grades Three Through Eight

Applicant: Atlanta Board of Education of the City of Atlanta

Address: 224 Central Avenue, S. W., Atlanta, Georgia 30303

Date Submitted: June 30,1969

Budget Period: September 1, 1969 - August 31, 1969

EXPENDITURE ACCOUNTS

Classification 1	Acc't. No. 2	Salaries Prof. 3	Salaries Non-Prof. 4	Contr. Serv. 5	Materials and Supplies 6	Travel 7	Equip-ment 8	Other Exp. 9	Total Exp. 10
Administration	100	$36,900	$10,848	$2,000	$ 645	$3,170	-	$1,690	$55,253
Instruction	200	36,931	24,508	-	46,247	3,470	-	-	111,156
Operation of Plant	600	-	-	-	-	-	-	168	168
Fixed Charges	800	4,430	2,121	-	-	-	-	-	6,551
Capital Outlay	1230	-	-	-	-	-	-	-	-
TOTAL		$78,261	$37,477	$2,000	$46,892	$6,640	-	$1,858	$173,128

SDE 1400-004

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta, 30334

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY	PROJECT NUMBER	GRANT NUMBER	STATE
Atlanta Public Schools 224 Central Avenue, S. W. 30303	203-2-67-003	203-2-67-003-69-03	Georgia

PART I - EXPENDITURES (other than construction)

(Check One) ☒ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG: 9-1-69 END: 8-31-69

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
		PROFESSIONAL	NON-PROFESSIONAL							
1	2	3	4	5	6	7	8	9	10	11
ADMINISTRATION	100	$ 36,900	$ 10,848	$ 2,000	$ 645	$ 3,170	$	$ 1,690	$ 55,253	$
INSTRUCTION	200	36,931	24,508	-	46,247	3,470		-	111,156	
ATTENDANCE SERVICES	300									
HEALTH SERVICES	400									
PUPIL TRANSPORTATION SERVICES	500									
OPERATION OF PLANT	600								168	
MAINTENANCE OF PLANT	700									
FIXED CHARGES	800									
FOOD SERVICES	900	4,430	2,121						6,551	
STUDENT-BODY ACTIVITIES	1000									
COMMUNITY SERVICES	1100									
REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220a									
CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						-			
TOTAL ——>		$ 78,261	$ 37,477	$ 2,000	$ 46,892	$ 6,640	$ -	$ 1,858	$ 173,128	$
NEGOTIATED BUDGET ——>		$	$	$	$	$	$	$	xxxxxxxxxxxxxx	$

II – CONSTRUCTION EXPENDITURES

PROPOSED BUDGET SUMMARY ESTIMATED EXPENDITURE REPORT FINAL EXPENDITURE REPORT	BUDGET PERIOD *(Month, Day, & Year)* BEGINNING: ENDING:

EXPENDITURE ACCOUNTS		ACC'T NUMBER	AMOUNT	NEGOTIATED BUDGET
1		2	3	4
SITES				
A	PROFESSIONAL SERVICES	12100	$	$
B	IMPROVEMENT TO SITES	12100		
BUILDINGS				
A	PROFESSIONAL SERVICES	12200		
B	NEW BUILDINGS AND BUILDING ADDITIONS	12200		
C	REMODELING OF $2,000 OR LESS ENTER IN PART II	12200		
ADMINISTRATIVE EXPENSES (Specify below)		1200		
A				
B				
LEASING OF FACILITIES				
TOTAL ⟶			$	$

PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD *(Month, Day, and Year)* BEGINNING: ENDING:	☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

ITEMS				PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II CONSTRUCTION EXPENDITURES	TOTAL
1				2	3	4
1	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE ⟶					
	A	UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$			
	B	APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	$			
	C	TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)	$			
2	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE ⟶					
3	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) ⟶					

PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

ITEMS		CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	
2	CASH RECEIVED	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.	SIGNATURE OF PROJECT FISCAL OFFICER John L. Bate	DATE 6-30-69
	SIGNATURE OF PROJECT DIRECTOR	DATE 6-30-69

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
						EXP. CLASS	BAL. PAY		SEC. REPT.		
1	2	3	4	5	6	7	8	9	10	11	12

GEO. CODE	GOVT./NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LEDGER		APPROPRIATION SYMBOL	
					DEBIT	CREDIT		
13	14	15	16	17	18	19	20	21

SDE 1400-004

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta, 30334

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY	PROJECT NUMBER	GRANT NUMBER	STATE
Atlanta Public Schools 224 Central Avenue, S. W. 30303	203-2-67-003	203-2-67-003-69-03	Georgia

PART I - EXPENDITURES (other than construction)

(Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☒ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG: 9-13-68 END: 8-31-69

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES		
		PROFESSIONAL	NON-PROFESSIONAL							
1	2	3	4	5	6	7	8	9	10	11
ADMINISTRATION	100	$ 562	$ 9,264	$ 530	$ 570	$ 1,965	$	$ -	$ 42,891	$ 44,051
INSTRUCTION	200	32,605	28,751	-	32,581	3,382			97,319	116,749
ATTENDANCE SERVICES	300									
HEALTH SERVICES	400									
PUPIL TRANSPORTATION SERVICES	500									
OPERATION OF PLANT	600									
MAINTENANCE OF PLANT	700							174	174	174
FIXED CHARGES	800	3,149	2,922						6,071	6,071
FOOD SERVICES	900									
STUDENT-BODY ACTIVITIES	1000									
COMMUNITY SERVICES	1100									
REMODELING (IF COSTS TOTAL [illegible] ENTER IN PART II)	1200a									
CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						5,491		5,491	5,000
TOTAL		$ 36,316	$ 40,937	$ 530	$ 33,151	$ 5,347	$ 5,491	$ 174	$ 151,946	$ 172,045
NEGOTIATED BUDGET		$ 36,316	$ 40,937	$ 1,690	$ 52,581	$ 5,347	$ 5,000	$ 174	xxxxxxxxxxxxxx	$ 172,045

II – CONSTRUCTION EXPENDITURES

(One)
PROPOSED BUDGET SUMMARY
ESTIMATED EXPENDITURE REPORT
FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, Day, & Year)*
BEGINNING:
ENDING:

EXPENDITURE ACCOUNTS		ACC'T NUMBER	AMOUNT	NEGOTIATED BUDGET
1		2	3	4
SITES			▨	▨
A	PROFESSIONAL SERVICES	1210a	$	$
B	IMPROVEMENT TO SITES	1210c		
BUILDINGS			▨	▨
A	PROFESSIONAL SERVICES	1220a		
B	NEW BUILDINGS AND BUILDING ADDITIONS	1220b		
C	REMODELING (IF $2,000 OR LESS ENTER IN PART I)	1220c		
ADMINISTRATIVE EXPENSES *(Specify below)*		1220	▨	▨
A				
B				
LEASING OF FACILITIES				
TOTAL →			$	$

PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD *(Month, Day, and Year)*
BEGINNING: 9-13-68 ENDING: 8-31-69

☒ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

	ITEMS			PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II CONSTRUCTION EXPENDITURES	TOTAL
	1			2	3	4
1	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE →			172,045		172,045
	A	UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$	▨	▨	
	B	APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	$	▨	▨	
	C	TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)	$ 172,045	▨	▨	
2	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE →			151,946		151,946
3	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) →			20,099		20,099

PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

	ITEMS	CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	
2	CASH RECEIVED	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.	SIGNATURE OF PROJECT FISCAL OFFICER	DATE 6-30-69
	SIGNATURE OF PROJECT DIRECTOR	DATE 6-30-69

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
						EXP. CLASS	BAL. PAY		SEC. REPT.		
1	2	3	4	5	6	7	8	9	10	11	12

GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LEDGER		APPROPRIATION SYMBOL	
					DEBIT	CREDIT		
13	14	15	16	17	18	19	20	21

PART V

APPENDIX

APPENDIX I

SUMMARY OF REQUESTS FOR PROJECT MATERIALS

List of Requests for Project materials	Type of material requested
1. Mrs. Zvenia Brown, Capitol Avenue School	Study Guides, Bibliography,etc.
2. Carolyn Barrett, Peeples Street School	Bibliographies, etc.
3. Mrs. Margaret Oxford, Atlanta, Georgia	Posters, etc.
4. Junie Brown, Atlanta, Georgia	People at Work
5. Mary Pearson High School	People at Work
6. Vera Ireland, Atlanta Public Schools	People at Work, other material
7. Brown High School	
8. Dean Brooks, Atlanta Public Schools	
9. Martha Pendly, Meadown Elementary School	Bibliographies, Countdown
10. Miss Joyce Lawler, Continental Colony Elem. School	"People at Work"
11. Mrs. Crumbly, Parks Jr. High School	Occupational materials
12. Jennifer W. Morgan, Fred A. Smith Elementary School	
13. Mrs. [illegible]ris Stroud, Atlanta University	30 sets of materials
14. Dr. Ila Rooks, University of Georgia	Sets of materials
15. John E. Slimer, Chambersburg, Pennsylvania	Bibliographies, etc.
16. Al Eggerton, Washington, D. C.	"Countdown to 70's" information, etc.
17. Dr. Robert L. Frank, Cedar Falls, Iowa	All available materials
18. Mrs. Willodene Scott, Nashville Tennessee	"Law in Your Life", Slides, Guides, Booklet, Tape
19. Dr. Wilhelm K. Mayer, Wisconsin State University	35 copies of all lists, bib., and all available materials
20. Mrs. Dorris Sesler, St. Clair Shores, Michigan	Bibliographies
21. Dr. John A. Bailey, University of Nevada	All available materials
22. Dr. Don Pellegrino, Peoria, Illinois	Videotapes,"Countdown to 70's", all available materials
23. Mrs. Maurine M. Neese, Conyers, Georgia	All available materials
24. Rosemary Walker, Memphis, Tennessee	Summary, Bibliographies, etc.
25. Claude Ury, San Francisco, California	All available materials
26. Alice D. Harrison, Hialeah, Florida	Lists, bibliographies, etc.
27. Professor Willa Norris, Michigan State University	All available materials
28. Dale J. Prediger, Toledo, Ohio	Bibliographies, ect.
29. Miss Kelly, Forsyth, Georgia	People at Work
30. Mrs. Margaret Barry, Wisconsin	"Law in Your Life"
31. Charlotte Hartwell, Sarasota, Florida	Bibliographies
32. Clifford Thaxton, Jacksonville, Illinois	Bibliographies
33. Barbara Gomez, Dallas, Texas	Bibliographies

34.	Col. E. Brooks Lee Jr. High, Silver Spring, Maryland	Bibliographies
35.	Franklin R. Zeran, Oregon State University	Bibliographies
36.	Mrs. Ella Shorlemner, Victoria, Texas	Bibliographies
37.	Beatrice Wehrly, Texas A & M College Station	Bibliographies
38.	Dr. Lucy Wing, Oswego, New York	Bibliographies
39.	James K. Hershberger, Kirtztown, Pennsylvania	Bibliographies
40.	Martin Gerstein, District LaMesa, California	Bibliographies
41.	Dr. John P. Wortman, Reno, Nevada	Bibliographies
42.	Jean Adamson, New Hudson, Michigan	Bibliographies
43.	Doris Webb, Lubbock, Texas	Bibliographies
44.	Joseph A. Carduicer, Budd Lake, New Jersey	Bibliographies
45.	Winnifred Jones, Riviera Beach, Florida	Bibliographies
46.	Louis J. Hoechstetter, Pittsburg Pennsylvania	Bibliographies
47.	John de Bech, San Diego, California	Bibliographies
48.	Dr. Thelma Urbish, Ann Arbor, Michigan	Bibliographies
49.	John Sweeney, Cromwell, Connecticut	Bibliographies
50.	Valda Robinson, Fordam University, New York	Bibliographies
51.	Peter M. John, Camden New York	Bibliographies
52.	Marilyn C. Derbey, Durfield, Illinois	Bibliographies
53.	Reece Chaney, Terre Haute, Indiana	Bibliographies
54.	Robert A. Fetzpatrick, Chula Vista, California	Bibliographies
55.	Kenneth Delahunty, Sharon, Pennsylvania	Bibliographies
56.	Jean M. Hansser, Lake Mills, Wisconsin	Bibliographies
57.	Mrs. Virginia Wolters, Madison, Wisconsin	Bibliographies
58.	Robert Hoppock, Washington Square, New York	Bibliographies
59.	Juanita C. Paul, Baton Rouge, Louisana	Bibliographies
60.	Mrs. Nancy Fitzgerald, Tucson, Arizona	Bibliographies
61.	Rae Sykes, Huntsville, Alabama	Bibliographies
62.	Betty Wool, Bayside, New York	Bibliographies
63.	Walter C. Bridgewater, Crawfordsville, Indiana	Bibliographies
64.	Barbara Kramer, Breenbelt, Maryland	Bibliographies
65.	David A. DeSante, Erie, Pennsylvania	Bibliographies
66.	R. Carder, Milford, New Hampshire	Bibliographies
67.	Rita G. Orgel, Merrich, New York	Bibliographies
68.	Adelaide Siegal, Washington, D. C.	Bibliographies
69.	Dr. Wayne Teague, Auburn, Alabama	Vocational materials

Posters every week to all--experimental and developmental schools and others upon request. (80)

(175) Study Guides to Fulton County Schools each quarter

Poetry Book--Experimental Schools
Developmental Schools
Mrs. Agnes Bramblett, Forsyth, Ga. (author)
Mrs. Pierce, Roberta, Ga.

Progress reports are sent to Dr. Letson
Board Members
Principals
Area Superintendent
Dr. Henson
Dr. Barnes

Fred A. Smith Elementary School
1101 Maxwell Drive
Raleigh, N. C.

January 17, 1969

Mrs. Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
2930 Forest Hill Drive, S. W.
Atlanta, Georgia 30315

Dear Mrs. Goodson:

As an elementary counselor, I am very interested in obtaining a copy of your *Bibliography of Occupational Literature for Grades Three Through Eight*. I would appreciate it very much if you could send me a copy of it. Thank you very much.

Sincerely,

Jennifer W. Morgan

(Mrs.) Jennifer W. Morgan
Guidance Counselor

JAN 20 1969 ✓

Copy to D

Dear Mrs. Goodson,

I recently read an item in the journal, Elementary School Guid. and Counseling saying that you had compiled "a Selective Bibliography of Occupational Lit. for Grades Three through Eight." I'm interested in developing a program of vocational experience for the elementary schools in my school system. Is there any way I could get hold of a copy of your bibliography?

Thank you,
Jean Adamson
Elementary Counselor
(South Lyon Community School
New Hudson Elem. School
56775 Rice Street
New Hudson, Mich. 48165

1/2/69

copy to Dr. Sta
1/11/69

LOUISVILLE PUBLIC SCHOOLS
LOUISVILLE, KENTUCKY
OFFICE OF THE PRINCIPAL

John Marshall School
1521 S. Seventh St.
Louisville, Ky. 40208

Atlanta Public Schools
2930 Forest Hill Drive S.W.
Atlanta, Georgia 30315

Dear Mrs. Goodson;

Please send me "A Selected Bibliography of Occupational Literature for Grades Three Through Eight."

Sincerely,
Marilyn Hanish
Counselor

1/2/69

Copy t Mr. St
7/..16

STATE UNIVERSITY COLLEGE
OSWEGO, NEW YORK
13126

January 16, 1969

Mrs. Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
2930 Forest Hill Drive, S. W.
Atlanta, Georgia 30315

Dear Mrs. Goodson:

May I please have a copy of your Selected Bibliography of Occupational Literature for Grades three through eight. Thank you very much.

Sincerely yours,

Lucy Wing

Lucy Wing, Ph.D.
Professor of Psychology

LW:kd

JAN 20 1969 ✓

TEXAS A&M UNIVERSITY
COLLEGE OF LIBERAL ARTS
COLLEGE STATION, TEXAS 77843

Department of Education

January 8, 1969

Mrs. Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
2930 Forest Hill Drive, S. W.
Atlanta, Georgia 30315

Dear Mrs. Sylvia Goodson:

I am interested to learn of the research you have done on occupational literature for the elementary grades. Please send a copy of your Selected Bibliography of Occupational Literature for Grades Three Through Eight. The enclosed stamped, self-addressed envelope is for your convenience in sending this.

Sincerely yours,

Beatrice L. Wehrly
(Mrs.) Beatrice L. Wehrly, Instructor
Counseling and Guidance Division

Enclosure

copy [illegible]

JAN 13 1969

VICTORIA PUBLIC SCHOOLS

1611 East North St.
VICTORIA, TEXAS
77901

OFFICE OF: Elementary Counselors

January 10, 1969

Mrs. Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
2930 Forest Hill Drive, S.W.
Altanta, Georgia 30315

Dear Mrs. Goodson:

Would you please send information concerning A SELECTED BIBLIOGRAPHY OF OCCUPATIONAL LITERATURE FOR GRADES THREE THROUGH EIGHT as mentioned in the October 1968 issue of Elementary School Guidance and Counseling? I am interested in obtaining a copy of this.

Thank you kindly.

Sincerely,

Mrs. Ella Schorlemmer

Mrs. Ella Schorlemmer
Elementary Counselor

ES/je

✓ JAN 13 1969

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY
SCHOOL OF EDUCATION

January 8, 1969

Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
Atlanta, Georgia

Dear M. Goodson:

According to the December issue of the Vocational Guidance Quarterly, you have developed Occupational Information Materials in Selected Elementary and Middle Schools. I am wondering if you would be so kind as to send me a list of the material which you people have found as being valuable. Any thing along this line would be helpful to me.

Thank you very much.

Very truly yours,

Franklin R. Zeran
Professor of Education

FRZ/kas

1868
1968

COLONEL E. BROOKE LEE JUNIOR HIGH SCHOOL
11800 Monticello Avenue
Silver Spring, Maryland 20902

Office of
Principal

Telephone
649-2083

January 9, 1969

Miss Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
Atlanta, Georgia

Dear Miss Goodson:

Your article in the December issue of the Vocational Guidance Quarterly brought me face to face with my area of greatest need as a counselor-vocational counseling. Thank you. If possible I would like to use your bibliography, with designated grade level, as a basis for ordering materials. Can you tell me how this information can be obtained?

Thank you for taking the time to write the article and share this with us.

Very truly yours,

Norman W. Mandy

Norman W. Mandy
Guidance Counselor

✓ JAN 13 1969

NWM/bah

-L
copy 3+

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DALLAS, TEXAS 75212

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C. C. MILLER
H. D. PEARSON
ASSISTANT SUPERINTENDENTS

January 13, 1969

Miss Sylvia Goodson
Atlanta Public Schools
Atlanta, Georgia

Dear Miss, Goodson,

I have just finished reviewing your article "Occupational Information Materials in Selected Elementary and Middle Schools" in the December Vocational Guidance Quarterly. It is very informative and interesting.

I am a Junior High School Counselor in the Dallas Independent School District. One of the programs projected for next year ('69-70) is a Middle School, therefore I am very interested in your Project.

As one beginning in such a program any indormation and pointers that you can send me, will be deeply appreciated.

Respectfully yours,
Barbara T. Gomez
(Mrs.) Barbara T. Gomez
Counselor

BTG:ojr

COUNTDOWN TO THE 70'S
JAN 15 1969

UNIVERSITY OF VIRGINIA
THE CURRY MEMORIAL SCHOOL OF EDUCATION
CHARLOTTESVILLE, VIRGINIA

January 22, 1969

COUNSELOR EDUCATION DEPARTMENT

Occupational Information Materials Project
Atlanta Public Schools
2930 Forrest Hill Drive, South West
Atlanta, Georgia 30315

Dear Sirs:

Mrs. Adelaide Siegel, the Professional Information Specialist for APGA, has advised me that you have prepared an excellent bibliography on occupational literature at the elementary level.

I would be most interested in receiving a copy of this much needed document. May I look forward to such a favor?

Very truly yours,

Jeannette A. Brown

Dr. Jeannette A. Brown
Assistant Professor

/pcc

JAN 27 1969

Copy to Dr. S
7/11/69

Jacksonville High School
Department of Guidance and Counseling
Jacksonville, Illinois 62650

Telephone 245-6109

1-24-69

Mrs Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
2930 Forest Hill Drive, S. W.
Atlanta, Georgia 30315

Dear Mrs Goodson;

I am quite interested in your recent publication A Selected Bibliography of Occupational Literature for Grades Three Through Eight. I am a member of a three summer Guidance Institute at Purdue University and your work would be quite beneficial to me.

May I please have a copy? Thank you most kindly for your consideration.

Sincerely,

Clifford Thaxton

Clifford Thaxton
979 North Church St.
Jacksonville, Illinois
62650

✓

Copy 2 Al
7/1

THE UNIVERSITY OF WISCONSIN
Madison, Wisconsin
53706

CENTER FOR STUDIES IN VOCATIONAL
AND TECHNICAL EDUCATION
4226 Social Science Building

11/19/68

Dr. H. E. Cook
Occ. Info. Materials Project
Atlanta Public Schools
Atlanta, Ga. 30315

Dear Dr. Cook:

Thank you for the prompt response to my inquiry. Information such as your publications contain is most useful in the type of Research Center we have established.

If there is any information which we might be able to provide for you, please do not hesitate to contact us.

Sincerely yours,

Virginia Wolters

(Mrs.) Virginia Wolters
Resource Specialist

VW/so

NOV 21 1968

copy to Dr. Stamm 7/11/69

PINE STREET ELEMENTARY SCHOOL
W. P. Neal, Principal
960 Pine Street
Conyers, Georgia 30207

October 10, 1968

Dr. Helen E. Cook, Director
Occupational Information Materials Project
Atlanta Public Schools
2930 Forrest Hill Drive, S. W.
Atlanta, Georgia 30315

Dear Dr. Cook:

Thank you so very much for the materials which we received recently from you.

I am sure that they will be very helpful to us.

Sincerely yours,

Jeannine K. Goethe

Jeannine K. Goethe,
Counselor

JKG:rb

OCT 14

x to Dr. Sta
1..16

SHELL OIL COMPANY
PEACHTREE CENTER BUILDING
230 PEACHTREE STREET, N.W.
ATLANTA, GEORGIA 30303

P. O. BOX 1703
ATLANTA, GA. 30301

February 13, 1969

Mrs. Polly M. Conway, Materials Editor
Occupational Information Materials Project
Atlanta Public Schools
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Mrs. Conway:

I would like to take this opportunity to express our sincere appreciation for having been the company chosen to represent the oil industry in the televising of certain employment situations.

Without exception, those of us who viewed the television program were high in praise of the quality and expertise of direction and photography.

We will sincerely appreciate being able to borrow a copy of this film so that we can show it to our staff in the Southern Marketing Regional office.

Again, we wish to compliment you on a job well done. We know that it will serve its purpose effectively and we do hope that we will be privileged to work with you folks again.

Sincerely,

S. H. Douglas
Assistant Retail Manager

Copy to
Dr. Sta
7/..1

THE UNIVERSITY OF TOLEDO
TOLEDO, OHIO 43606 • AREA CODE 419 • 531-1451

COLLEGE OF EDUCATION
GUIDANCE AND COUNSELOR EDUCATION

May 16, 1969

Dr. Helen E. Cook, Director
Occupational Information Materials Project
Atlanta Public Schools
2930 Forest Hill Drive Southwest
Atlanta, Georgia 30315

Dear Dr. Cook:

Thank you very much for sending the examples of your "Countdown To The 70's" materials. It looks like you have developed a great way to communicate vocational information to students. I would appreciate being placed on your mailing list for releases on subsequent developments.

Gratefully,

Dale J. Prediger
Professor of Education

DJP:jmg

MAY 22 1969

Copy to [illegible] 7/11/69

Rockland Regional Education Center

145 COLLEGE ROAD • SUFFERN, NEW YORK 10901 • (914) 352-3776

J. PETER HARE
Executive Director

DAVID ELLIOT
Associate Director

February 18, 1969

Dr. Helen Cook
Instructional Service Center
2930 Forrest Hill Drive, S. W.
Atlanta, Georgia

Dear Dr. Cook:

The Rockland Regional Education Center, funded under Title III, E.S.E.A., operates to assist the schools of Rockland County in planning, developing and implementing new programs of quality education.

Among other things, our Center attempts to provide school personnel with up-to-date information about innovative and exemplary programs being conducted across the nation. Your program in Formulation of Models for Preparing Occupational Materials for Pupils from Various Socio-Economic Levels in Grades 3-8, as referred to us by Will G. Atwood, Associate Director of Title III for the State Education Dept. of Georgia has been brought to our attention, and we would appreciate receiving any available materials concerning it.

Thank you for your interest and cooperation.

Sincerely yours,

David Elliot

DAVID ELLIOT,
Associate Director

DE:fs

FEB 20 1969

3/5/69
Lists etc
Teacher Guide,

Copy to Dr. Stearns
7/11/69

SEYMOUR ESKOW - PRESIDENT, ROCKLAND COMMUNITY COLLEGE - PROJECT DIRECTOR
JOHN F. HOPF, JR. - EXECUTIVE OFFICER - BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CITY SCHOOL DISTRICT
13 FITZHUGH STREET SOUTH
ROCHESTER, NEW YORK 14614
325-1560

June 9, 1969

Dr. Helen Cook
Mrs. Sylvia Goodson
Occupational Materials Project
2930 Forest Hill Drive, S. W.
Atlanta, Georgia, 30315

Dear Helen and Sylvia:

Thank you very much for the time and effort which you spent in showing us two Northerners the gracious and charming atmosphere in Atlanta.

Since we were in our usual state of "budget crisis" here, it is still impossible to know what we will be able to undertake this Fall. I would like very much to be able to use many of the excellent materials which you have already developed and should this become possible here, I will call you immediately.

In retrospect, I find the things that have been on my mind the most in the last few days are your A. D. Williams's school and your new quarter plan. The things that stimulated much of my thinking is the simple fact that when one builds a building without rooms it is impossible to teach, I should say "lecture at" in the traditional manner. Thank heaven! If materials are available which describe the role that guidance plays in helping students choose their quarterly programs at the high school level, I would be most interested in having a copy.

Once again, thanks for the many hours and I hope we will be talking soon.

Sincerely,

David Youst

David Youst, Project Director
Career Guidance Project

DY/w

JUN 12 1969

copy to
Dr. ST

DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY
6401 LINDA VISTA ROAD, SAN DIEGO CA 92111 • AREA CODE 714 TEL. 278-6400

CECIL D. HARDESTY
SUPERINTENDENT OF SCHOOLS

November 12, 1968

Mrs. Helen E. Cook, Director
Occupational Information
Atlanta Public Schools
Instructional Services Center
2930 Forrest Hill Drive, S.W.
Atlanta GA 30315

Dear Mrs. Cook:

In reviewing some of the projects across the country in vocational guidance I discovered that somehow I am missing your very fine write-up of your ESEA Title III proposal for vocational information in Grades Three through Eight.

There is much interest in elementary school vocational guidance and apparently I loaned it to someone. I was wondering if you could spare another copy of this proposal.

I am also interested in any findings you have derived to date concerning your programs in Atlanta. There is, as you know, little being done in the area of vocational guidance in the elementary schools and your program and results will give others direction in this area.

I have included some materials on our development with VIEW this year. As you can see we are now investigating the feasibility and use of vocational information with Spanish-speaking adults and students.

I will look forward to hearing from you.

Sincerely yours,

Edwin A. Whitfield

Edwin A. Whitfield
Project Coordinator
Career Information Center

EAW:MS
Enclosures

NOV 25 1968

Copy to Dr. Sta
2/1/69

The Georgia Society
of
Certified Public Accountants
INCORPORATED

JAMES P. MARTIN, EXECUTIVE DIRECTOR
1504 WILLIAM-OLIVER BUILDING
ATLANTA, GEORGIA 30303
522-7455

ADDRESS REPLY TO

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ATLANTA

May 15, 1969

Miss Helen E. Cook, Director
Atlanta Public Schools
Occupational Services Center
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Miss Cook:

We certainly do appreciate your kind remarks about the meeting you attended with our Atlanta Chapter officers at the Counselors Dinner.

I think your idea of materials demonstration of the work of the CPA is an excellent idea, and I am sending your letter to Ike Habif, Chairman of the Education Committee, for his thoughts on this matter. Knowing Ike as I do, I'm sure he will give your letter much consideration and it might well be that you have started something that could prove very meaningful to the accounting profession in Georgia.

Thank you again for taking the time to be with us in person and writing us. Please let me know if I can ever be of service to you or the Instructional Services Center in anyway.

Sincerely,

James P. Martin, Jr.

James P. Martin, Jr.

JPM,jr:bt
cc: Ike Habif

MAY 16 1969

Copy to Dr. Stan
7/11/69

CITY BOARD OF EDUCATION
P. O. Box 911   418 Dumas Street
AUBURN, ALABAMA 36830

JUL 10 1969

July 7, 1969

Dr. Helen Cook
Atlanta City Public Schools
Atlanta, Georgia 30300

Dear Dr. Cook:

We are very much interested in developing some vocational materials for our elementary school pupils in Auburn. It is my understanding that you have done much with such work in your system. Would you please send me any materials and/or suggestions that you have in developing such a program.

Sincerely,

Wayne Teague
Wayne Teague
Superintendent

WT/mlm

P.S. Please give John Martin and Curtis Henson my regards.

Mrs. [illegible] — APGA or [illegible]
Study Guide 30-34
[illegible] 30-32
Bibliography — L.T.

copy 7/11/69

John E. Slimmer, Jr.
Elementary Counselor
R.R.# 2
Chambersburg, Pennsylvania 17201
June 24, 1969

Mrs. Sylvia Goodson
Guidance Counselor Specialist
Atlanta Public Schools
2930 Forest Hill Drive
S.W. Atlanta
Georgia 30315

Dear Mrs. Goodson:

Would you please send me a copy of your Selected Bibliography of Occupational Literature for Grades Three Through Eight.

I read of the availability of this bibliography in the October, 1968 issue of Elementary School Guidance and Counseling.

My sincere thanks and appreciation.

Sincerely yours,
John E. Slimmer, Jr.
John E. Slimmer, Jr.
Elementary Counselor

JUN 27 1969

Copy to A.S.
7/1/69

Julia R. Ewan School
JOHN LLOYD SMITH, PRINCIPAL
HENRY CLAY BOULEVARD
LEXINGTON, KENTUCKY

4950 JUN 10 1969

June 7, 1969

Occupational Information Materials Project
Atlanta Public Schools
2930 Forrest Hill Dr., S.W.
Atlanta, Ga. 30315

Dear Sir,

I would like to have some information on the televised series, "Countdown to the 70's." How are they available to us, what the cost would be, and the titles of the programs?

I would also like to the selected bibliography of occupational literature, occupational information filmstrips, and occupational motion pictures.

Thank you for this information.

Sincerely,

Billie Casey

Mrs. Billie Casey
Guidance Counselor

List of TV Programs
Study Guide 1st gr
Job Descriptions 1-4
B.b - L.T.
Filmstrips
Motion Pic
6/11/69
Copy to Dr. Stamm
7/11/69

Mrs. Dorris Sesler
LAKEVIEW PUBLIC SCHOOLS
25901 Jefferson
ST. CLAIR SHORES, MICHIGAN 48081

LAKEVIEW PUBLIC SCHOOLS
25901 Jefferson Avenue
PRescott 1-0200
St. Clair Shores, Michigan 48081

April 22, 1969

Mrs. Sylvia Goodson, Guidance Counselor Specialist
Atlanta Public Schools
2930 Forest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Mrs. Goodson;

As an elementary counselor I am interested in obtaining a copy of: A Selected Bibliography of Occupational Literature for Grades Three Through Eight. If these are still available, I would greatly appreciate it if you could send me one.

If there is any cost involved, please advise me of such so that I may remit the amount to you at once.

Sincerely,
Mrs Dorris Sesler
Mrs. Dorris Sesler
Gordon Elementary School
22400 Gordon
St. Clair Shores, Michigan
48081

DS:d

#2 5/69

Copy t Dr. Starns 7/11/69

75 Southgate Avenue
Daly City, California 94015

CENTER FOR TECHNOLOGICAL EDUCATION
San Francisco State College

Dr. George Champion, Director
Dr. Robert Craig, Asst. Director

March 28, 1969

Mrs. Helen E. Cook
Occupational Materials Project
Atlanta Public Schools
Atlanta, Georgia 30300

Dear Mrs. Cook:

We would be most interested in receiving any publications and other information you might be able to furnish us with regards to your Occupational Materials Project.

Yours most sincerely,

Claude Ury

Claude Ury
Administrative Assistant

CU:jg

APR 1 1969

mailed
materials + Poetry Book
4/9/69

[illegible]

DADE COUNTY PUBLIC SCHOOLS
NORTHWEST DISTRICT
ADMINISTRATION OFFICE
733 E. 57TH STREET HIALEAH, FLORIDA 33012
PHONE 685-2401

DR. E. L. WHIGHAM
SUPERINTENDENT

RICHARD O. ROBERTS
DISTRICT SUPERINTENDENT

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APR 9 1969

April 8, 1969

Dr. Helen Cook
Atlanta Public Schools
Instructional Services Center
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Dr. Cook:

Please send us occupational information materials (including the study guide for "Countdown to the 70's") which were introduced at the APGA Convention. Thank you.

Yours truly,

Alice D. Harrison bc

Alice D. Harrison
District Guidance Specialist

ADH/bc

copy to Dr. Slaw
7/11/69

WISCONSIN STATE UNIVERSITY-PLATTEVILLE

PLATTEVILLE, WISCONSIN 53818

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

July 3, 1969

Dr. Helen E. Cook, Director
Occupational Information
Atlanta Public Schools
2930 Forrest Hill Drive, SW.
Atlanta, Georgia 30300

Dear Dr. Cook:

I was very much impressed with your presentation at the National APGA convention in Las Vegas this year. The few samples that I collected at your session have somehow disappeared or been passed on to other people. Now I have been asked to set up a guidance program in our Middle School here in Platteville. I understand that you have packets of this material which you have been sending to counselors in the field. I would appreciate it very much any material of this kind that you could send to me.

Sincerely,

Lauralee Eherenman

Mrs. Lauralee Eherenman, Counselor
Platteville Middle School
40 East Madison Street
Platteville, Wisconsin 53818

7/15/69
material mailed

LE/gln

Copy to Dr. Stam
7/11/69

Clearwater Comprehensive Junior High School
1220 EAST PALMETTO STREET
CLEARWATER, FLORIDA 33515

ROBERT J. SAFRANSKY
DIRECTOR
PAUL A. HATCHETT
ASSISTANT DIRECTOR
WESLEY N. SIMINEAU
CURRICULUM COORDINATOR

April 28, 1969

Dr. Helen E. Cook
Director
Occupational Information
Atlanta Public Schools
2930 Forrest Hill Drive S. W.
Atlanta, Georgia 30315

Dear Dr. Cook:

Thank you for the rapid response to our request for materials about your project. Enclosed is a description of our program including sample schedules, progress report form, and school philosophy. We hope that you will be able to use this material.

Sincerely,

Robert J. Safransky

Robert J. Safransky
Director

RJS/m

Enclosure

MAY 2 1969

Copy to
Dr. Stan
7/11

Beechwood Apartment A-1
195 Sycamore Drive
Athens, Georgia 30601
March 8, 1969

Dr. Helen Cook
WETV Channel 30
Atlanta, Georgia

Dear Dr. Cook:

On behalf of the Vocational Development class of The University of Georgia I would like to thank you for your friendly and gracious welcome to WETV.

We were enchanted by the excellent occupational information series "Countdown to the 70's" and the wealth of materials enclosed with the teacher's guide and background materials.

The class felt that this outstanding sequence of productions was indeed a credit to the entire project and production staff. We feel a special debt of appreciation to you, Dr. Cook, for your kind indulgence. Please extend our appreciation to Sylvia Goodson, Ainsley Deutsch, and Bill Scott.

In our follow-up discussion of our reactions to the program the class noted the feeling of complete dedication exhibited by all members of the team.

We only regret that more schools in the surrounding area can not take part in this fine program.

May all the "Silly Sallys" soon awaken to a more beautiful future in an occupation of their choice made possible by your series "Countdown to the 70's".

Sincerely,

June J. Miller

Beechwood Apt. A-1
195 Sycamore Drive
Athens, Georgia 30601
March 31, 1969

Dr. Helen Cook
Occupational Information Materials Project
Atlanta Public Schools
2930 Forrest Hill Drive, SW.
Atlanta, Georgia 30315

Dear Dr. Cook:

I was an eager participant in the field trip last month conducted by Dr. Rooks from The University of Georgia to Channel 30.

On my spring vacation to my home in Fort Lauderdale, Florida, I was so enthusiastic about your program "Count-down to the 70's" that I made a special effort to talk to Mrs. Sylvia Milks, Broward County Elementary Guidance Director, and Mrs. Mary Benson, Counselor Director of New River Junior High School, concerning your masterful presentation.

They requested that I ask you to send them each a copy of the materials which you presented to our class. Would this be possible?

Their addresses are as follows:

Mrs. Sylvia Milks
Broward County Elementary Guidance
The Board of Public Instruction
1320 SW 4th Street
Fort Lauderdale, Florida 33310

Mrs. Mary Benson
Counselor Director of Guidance
New River Junior High School
3100 Riverland Road
Fort Lauderdale, Florida 33312

I appreciate you interest and assistance.

Thank you.

Sincerely,

June J. Miller

(Miss) June J. Miller

APR 3 1969

APR 24 1969

BRADLEY UNIVERSITY

PEORIA, ILLINOIS 61606

COLLEGE OF EDUCATION

April 21, 1969

Dr. Helen Cook, Director
Occupational Information MP
Atlanta Public Schools
2930 Forrest Hill Dr. S.W.
Atlanta, Georgia 30315

Dear Dr. Cook:

One of the wisest decisions I made while at the American Personnel and Guidance Association convention in Las Vegas was to attend your presentation dealing with your use of Title III funds. You and your staff are to be congratulated in terms of your farsightedness in undertaking such a project and doing such an excellent job.

In the past and at present, the use of occupational information materials in the elementary school has been somewhat of a hit-or-miss proposition. Many elementary school teachers and counselors have had neither the time nor the energy to invest in doing an adequate and systematic job of providing students with the occupational information they need to make future career decisions. Hence, your efforts to evaluate the occupational information that has been available and to develop an ETV video program for use in the classroom fills this void that we, as counselors and educators, must place high on our priority list.

Since the APGA convention, I have discussed your endeavors with a number of elementary school counselors and Bradley University faculty members and have enjoyed watching them become excited about your work--so much so, they would like to ask if you would please forward four of your video tapes for us to preview. We would also appreciate receiving a couple copies of the printed material which is used in conjunction with the video tapes.

I realize that your budget may not be able to absorb this expense; so, please inform me as to the procedure for reimbursing your department. While on the topic of money, I would also appreciate knowing what it would cost the Bradley University ETV station to utilize your video tapes and obtain the necessary accompanying printed materials.

Your attention to the above requests will be greatly appreciated.

Sincerely,

Dominick Pellegreno

DP/gl

UNIVERSITY OF VIRGINIA
THE CURRY MEMORIAL SCHOOL OF EDUCATION
CHARLOTTESVILLE, VIRGINIA

COUNSELOR EDUCATION DEPARTMENT

February 14, 1969

Mrs. Sylvia Goodson
Atlanta Public Schools
Instructional Services Center--201
2930 Forrest Hill Drive, South West
Atlanta, Georgia 30315

Dear Mrs. Goodson:

Thank you so very much for sharing your elementary school occupational bibliography with me. It is a veritable fountain of wisdom. My students and I are in your debt.

Sincerely,

Jeannette A. Brown

Jeannette A. Brown
Assistant Professor

/pcc

FEB 20 1969

Copy to Dr. Stamm
11/11/69

JUL 22 1969

COUNCIL OFFICERS
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JOHN D. HOSTUTLER, GENERAL MANAGER

Industrial Management Council
of
ROCHESTER

12 MORTIMER STREET ▪ ROCHESTER, N. Y. 14604
PHONE 716-325-5133

July 22, 1969

Mrs. Helen E. Cook
City of Atlanta Public Schools
Instructional Services Center
2930 Forrest Hill Dr. S.W.
Atlanta, Georgia 30315

Dear Mrs. Cook:

Mr. Walter Lifton and I serve together on a committee that is attempting to improve the relationship between industry and the local educational systems in the Rochester area. He has told me that you have some kind of a vocational guidance program on an educational TV channel.

I would greatly appreciate any information you may give me concerning this program.

Sincerely yours,

Richard S. Elliott
Educational Coordinator

RSE:ew

Form #67842-

INTER-DEPARTMENTAL CORRESPONDENCE
BOARD OF EDUCATION
CITY OF ATLANTA

To: Principals

From: Helen E. Cook

Subject: Countdown to the 70's

Sample comments of professionals who viewed "The Hospital Team - Part I"

(To be shown September 3, 4, 5, - WETV)

"I think "CLOD" will certainly appeal to children. Teachers guide should include information which will help teachers prepare pupils for program--encouraging them to listen to message as well as follow the story.---"

"Excellent narration--realistic action.---Vocabulary might be too difficult for many pupils unless teachers do a thorough job of vocabulary building."

"Very professional - exceptionally well done--really network quality - Hope this may be made available beyond Atlanta."

"...Appropriate for viewer-audience proposed. I enjoyed the approach and believe that the exploratory approach will be helpful. My only concern is that technical language used in the 'X-ray series slot' may lose some students. I like the film very much."

HEC:cl

August 27, 1968

Atlanta Association for Childhood Education
Atlanta, Georgia
July 10, 1969

Dr. Helen S. Cook
Instructional Services Center
2930 Forrest Hills Dr. N.E.
Atlanta, Georgia 30315

Dear Dr. Cook:

The Association for Childhood Education International will be meeting in conference in Atlanta from March 29 through April 2, 1970. The Atlanta branch will be host to the conference and we are expecting between 2000 and 3000 participants from all over the United States and from several foreign countries.

As we mentioned in your office the other day, we feel that many people who attend the conference will be interested in the materials developed by the Occupational Information Materials Project. For some, this might be a visit to a school to observe a teacher using the materials, while for others it might be a video tape presentation at the conference site. Chairmen of committees handling these phases of the conference will be in touch with you soon after school begins in the Fall to make further plans.

Your cooperation is very much appreciated.

Sincerely,

Barbara Goodwin

(Mrs.) Barbara H. Goodwin, Chairman
1970 ACEI Study Conference.

JUL [illegible] 1969

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG, PA. 17126

July 9, 1969

Dr. Helen E. Cook
Occupational Materials Project
Atlanta Public Schools
Atlanta, Georgia

Dear Doctor Cook:

I have read with great interest your article in the December, 1968 issue of the American Vocational Journal. I am currently involved in two projects related to career information: (1) editing a monthly newsletter for the more than 3,000 counselors of our Commonwealth containing an annotated listing of new and innovative career information materials, and (2) the development of a model Career Resource Center to serve as a information dissemination aim of existing guidance programs.

The monthly publication, The Counselorganizer, was first issued last April. We are currently working on the fall issues. I am sending to you under separate cover a copy of the publication containing April and May issues.

The second project I mentioned above is still in the development stages. We hope to create a model career information dissemination facility and then field test it in several schools during the next two years. The information and evaluation derived from our centers will assist us in our in-service, publications, and consultation with the schools of Pennsylvania. Again our emphasis is on new and innovative applications of the career information service (e.g., microfilm libraries, computer assisted systems).

I would be most interested in obtaining any reports of the work you are doing in Atlanta or what you have discovered through your very thorough review of vocational guidance materials. Your evaluation of The Counselorganizer would also be greatly appreciated.

Sincerely,

Francis E. Burtnett

Francis E. Burtnett
Guidance Consultant
Vocational Guidance
Bureau of Pupil Personnel Services

FEB/cy

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

DEPARTMENT OF
COUNSELING AND STUDENT PERSONNEL SERVICES

JUL 14 1969

July 10, 1969

Dr. Helen E. Cook, Director
Occupational Information Materials Project
Atlanta Public Schools
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Helen:

The ECP 901 Vocational Development students are circulating a collection of your materials. Your interesting Progress Report No. 12 I will add to the folder during class tomorrow. If it is permissible, will you please send a copy of "A Guide for Implementing Vocational Development in the Elementary Schools " and the other books and workbooks and songs as they become available.

Our campus' requests for instructional media have to be channeled through specified routes these days. Do you have available a special form for requesting the purchase of video-tapes,interview tapes, film strips, and similar materials?

I was glad to see the movement toward preparation of materials for the visually impaired and the inclusion of music career materials. Did I miss this, or are you preparing a video tape or film strip describing you and your staff, the roles that you are creating in your innovative projects, the personal orientation and characteristics that are needed for leadership of and participation in such a project, the philosophical base and value system from which you are operating, the interaction and communication necessary to achieve your purposes, the progressive formulation of goals, etc.? Such aids would be excellent for preparation of administrators and supervisors.

Please give my regards to Sylvia, Polly, and the rest of the staff.

Sincerely yours,

Ila

Ila Rooks

IR/mkw

CITY BOARD OF EDUCATION
P. O. Box 911 418 Dumas Street
AUBURN, ALABAMA 36830

JUL 10 1969

July 7, 1969

Dr. Helen Cook
Atlanta City Public Schools
Atlanta, Georgia 30300

Dear Dr. Cook:

We are very much interested in developing some vocational materials for our elementary school pupils in Auburn. It is my understanding that you have done much with such work in your system. Would you please send me any materials and/or suggestions that you have in developing such a program.

Sincerely,

Wayne Teague

Wayne Teague
Superintendent

WT/mlm

P.S. Please give John Martin and Curtis Henson my regards.

copy
Dr. S[illegible]

APPENDIX II

MEMBERSHIP OF ADVISORY COMMITTEE

MEMBERSHIP ADVISORY COMMITTEE

Name and Address

1. Mr. J. C. Bransby, General Secretary
   YMCA
   145 Luckie Street, N. W.
   Atlanta, Georgia 30303

2. Mrs. Helen Carroll, Counselor
   Slater Elementary School
   1320 Pryor Road, S. W.
   Atlanta, Georgia 30325

3. Miss Jean Cornn, Public Information Officer
   Atlanta Public Library
   126 Carnegie Way, N. W.
   Atlanta, Georgia 30303

4. Mr. Bennie Davis, Principal
   Smith High School
   535 Hill Street, S. E.
   Atlanta, Georgia 30312

5. Mr. High D. Davis
   Monarc Realty Company
   905 East Broad Street
   Fairburn, Georgia 30213

6. Mrs. Dan L. Ehrlich
   5005 Jett Road, N. W.
   Atlanta, Georgia 30327

7. Mr. Luke Greene Director of Community
   Affairs & Public Service
   WQXI
   1611 West Peachtree Street, N. E.
   Atlanta, Georgia 30309

8. Miss Marion Houston, Counselor
   Roosevelt High School
   745 Rosalia Street, S. E.
   Atlanta, Georgia 30312

9. Mr. James O. Long, State Supervisor
   U. S. Bureau of Apprenticeship and Training
   1371 Peachtree Street, N. E.
   Atlanta, Georgia 30309

10. Mrs. Carrie Lacey, Principal
    Pryor Street School
    883 Pryor Street, S. W.
    Atlanta, Georgia 30315

11. Miss Frances McKee, Principal
Anne E. West School
820 Essie Avenue, S. E.
Atlanta, Georgia 30316

12. Mrs. Charles Meriwether
2615 Rivers Road, N. W.
Atlanta, Georgia 30305

13. Mr. H. B. Michael, Manager
Eagan Homes
821 Play Lane, N. W.
Atlanta, Georgia 30314

14. Dr. Charles L. Mundy, Sr., President
Mundy's Drug Company, Inc.
3689 Cambellton Road, S. W.
Atlanta, Georgia 30331

15. Mr. James Tyler Ratliff
Acting Supervisor of Examination Division
U. S. Small Business Administration
1401 Peachtree Street, N. E.
Atlanta, Georgia 30309

16. Miss Lady Loraine Rowlett, Staff Supervisor
American Telephone and Telegraph Company
100 Edgewood Avenue, N. E.
Atlanta, Georgia 30303

17. Mr. H. A. Sayles, President
Painters and Decorators, Inc.
139 Ashby Street, S. W.
Atlanta, Georgia 30315

18. Dr. F. W. Schutz, Jr., Guidance Chairman
ECPD
Georgia Institute of Technology
Atlanta, Georgia 30313

19. Mr. Don Stewart
Box 6232
Atlanta, Georgia

20. Mr. Jack Thrift, President
Jack Thrift & Company
4 Executive Park, N. E.
Atlanta, Georgia 30329

21. Mr. Lewis Van Gorder, Director
School of Special Studies
Georgia State College
33 Gilmer Street, S. E.
Atlanta, Georgia 30303

22. Mrs. Nancy Wooten, Registrar and Field Director
Professional Schools
Grady Hospital
80 Butler Street
Atlanta, Georgia 30303

23. Mr. Earnest W. Wright, State Minority Representative
Georgia State Department of Labor
192 State Labor Building
254 Washington Street, S. W.
Atlanta, Georgia 30334

Alternate - Mrs. Paul Miles
434 Whitmore Drive, N. W.
Atlanta, Georgia 30305

Student - Clarence Wilson
Student - Roosevelt
269 Ormond Street, S. E.
Atlanta, Georgia 30315